

ELEMENTARY ENGLISH

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

MARGARET DE JONG

STORY TELLING

VOCABULARY

SYNTHESIS

SPELLING

REMEDIAL READING



MAY,
1955

See Introductory Note

EDITORIAL:

Responsibility in Educational Publishing

The publication of Rudolf Flesch's book on reading by Harper and Brothers raises certain questions about the responsibilities of educational publishers. As we pointed out last month, Flesch's book fails to meet the rigorous test of scientific accuracy, and advances conclusions which specialists in reading regard as invalid. Moreover, many people have been disturbed by the advertisement of the Flesch book in the *New York Times Book Review* for April 27, 1955, from which the following excerpt is taken:

The story of this book is the story of David and Goliath. . . . It is made up principally of parents who have been dismayed, disturbed, and heartsick over their children's difficulties in reading. . . . The preponderance of parents is understandable. They have been told by our "advanced" pedagogues that the cause of reading failure is poor eyesight, or a nervous stomach, or poor posture, or heredity, or a broken home, or undernourishment, or a wicked stepmother, or an Oedipus complex. . . . but never, never, the way the child has been taught. Parents know this just isn't so. But up to now lots of them haven't known *Why Johnny Can't Read*. The book by that title tells them—with *incontestable proof*.

If you are a parent—or a teacher—who is fed up with the nonsense of the "word recognition" shambles, you will want the answers immediately. Just go to your bookstore and ask for a copy of *Why Johnny Can't Read*. . . .

No thoughtful educator would, of course, advocate censorship of either books or advertising. On the contrary, educators are increasingly concerned about efforts to restrict the freedom of the press in the field of education. The right to publish anything except clearly libelous or obscene material should be scrupulously safeguarded.

Rights and responsibilities, however, go hand in hand. The great majority of publishers

take their responsibilities seriously. Harper's holds an honored place among the publishers of America. Readers of its publications have a right to expect that its books meet the requirements of sound scholarship, and that its advertisements maintain reasonable standards of dignity. It seems impossible to believe that Harper's entire editorial staff approved the publication of the Flesch book or the tone of the advertisement from which we have quoted.

Mr. Flesch wrote on a subject of great concern to millions of American parents. He offered no support for his inflammatory statements about the shortcomings of American schools. Surely if Mr. Flesch thus erred, it was the responsibility of the publisher to raise questions. And surely the advertising department should not have been permitted to draft patent-medicine advertisements to promote the sale of the book.

Mr. Flesch's views are the more dangerous because they are superficially plausible to the uninformed, and hold a spurious appeal to parents who are honestly worried about their children's reading. Before such views are offered to the general public, the publishers should make certain that they do not, without well-documented arguments, disrupt the work of a nation's schools.

Although much research has been carried on to determine the effectiveness of phonics in reading instruction, a full-scale study, comparable to the Eight Year Study at the secondary level, would be most valuable today. Perhaps Harper's, in view of its evident interest in the subject of reading, would be willing to sponsor a research project on this subject. Let us have more facts and less "angry" rhetoric.

John J. DeBoer

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MAY, 1955

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ELEMENTARY ENGLISH

XXXII

MAY, 1955

No. 5

ELEANOR BURGESS

Meindert De Jong, Storyteller

To start with there was Shora. Shora was a fishing village in Holland. It lay on the shore of the North Sea in Friesland, tight against the dike. Maybe that was why it was called Shora. It had some houses and a church and a tower. In five of those houses lived the six school children of Shora, so that is important. There were a few more houses, but in those houses lived no children—just old people. They were, well, just old people, so they weren't too important. There were more children, too, but young children, toddlers, not school children—so that is not important either.

If you could hear these words instead of reading them, they might be spoken in a deep, friendly voice whose manner of speaking rather than its actual words holds a slight suggestion of accent. The speaker would be a short, stocky man with an upstanding shock of light hair, blue eyes with laughter-wrinkled corners in a tanned face, and a firm mouth that smiles readily to match the twinkle in his eyes. Then you

would be listening to Meindert De Jong beginning his most recently published story, *The Wheel on the School*.

Times have changed and stories today are seldom told by those who make them; but it would lend much to this one to hear it that way, for here is an author who writes as he speaks and incorporates in his stories many of the same qualities which a storyteller includes in an effective retelling on another's tale. Mr. De Jong reveals that it is conscious to some extent when he says that he strives for a sort of conversational style without the actual use of conversation. While he feels that this is most important in the opening paragraphs of

his books, it is also found within the story as well and results in writing which is becoming recognized for its distinction.

To the listener, it is evident that this

Miss Burgess is on the staff of the Grand Rapids (Mich.) Public Library.



Mr. Meindert De Jong

By Way of Introduction . . .

When we approached ELEANOR BURGESS about writing a story on Meindert De Jong, we did not know that he would receive the Newbery Award for 1955, although May Hill Arbuthnot, our children's book editor, later told us that *The Wheel on the School* looked like a winner. As it is, the article appears in time for the presentation ceremony. Miss Burgess, who is now with the Grand Rapids, Michigan, Public Library, where she has had many opportunities to converse with Mr. De Jong, has been children's librarian in Rhode Island, Illinois, New Jersey, and Pennsylvania. Readers will agree that her account fully maintains the high standards that have been set in our series on children's authors.

MRS. RUTH NEES, who contributed the delightful article on storytelling, is assistant professor of speech at Terre Haute State Teachers College, and a former instructor at Morningside College. She directs a major play each year—the last being Aristophanes' *The Frogs*.

Readers of this magazine need no introduction to Professor E. W. DOLCH. He has given sane advice on reading to many thousands of teachers. His latest book is entitled *Methods in Reading* (Garrard Press, 1955, Champaign, Illinois).

EDNA LUE FURNESS continues in this issue her helpful series of articles on diag-

nosis and remediation of children's difficulties in various phases of the language arts. Certainly speech is one of the most important of these.

DR. CARL H. DELACATO is a frequent and highly valued contributor to *Elementary English*. For several years he has been Director of Psychological Services at the Norwood Rehabilitation Center.

DR. PARK was one of the founders of the Northwestern University Dyslexia Memorial Institute. He has published many articles on dyslexia in medical journals. We welcome him to our circle of contributors.

DR. LESTER R. and MRS. VIOLA D. WHEELER have long been friends and valuable contributors to this magazine. We appreciate particularly the practical suggestions which they always offer to teachers concerned about pupils who have serious difficulties in learning to read. . .

Few articles in this magazine have attracted so much favorable response as the series on remedial reading by D. LEWIS EDWARDS, of which the third appears in this issue. The fourth and concluding article will appear next fall.

We are glad to welcome to our pages this month PRESIDENT JOHN C. GERBER, who discusses the state of the Council in Counciletter. Please note also the report of the Nominating Committee.

very effective opening has, in itself, many of the characteristics of good storytelling. The straightforward appeal to the reader, the informal construction of the sentences, and the almost confidential way of writing combine to catch the attention and shut out any disturbing influence which detracts from the book. Immediately the reader finds himself within the little village of Shora "tight against the dike," concerned with six school children who live there, and doubly impressed with their importance in the pages that lie ahead by the definite dismissal of any others who could be considered. As he introduces the five boys and the one girl with a thumbnail sketch of each one, reaches beyond them to the teacher, then beyond him to the all-important storks, the feeling grows that a sympathetic, understanding person who both knows and loves these children and this town is presenting them to the one who has fortunately opened the book. It resembles closely the storyteller's art of drawing the group so intimately together that they are enclosed in the story itself, with the accompanying sense of reality and interested participation.

In the chapter on folktales in *Children and Books*, there is a section on the use of the tales in which May Hill Arbuthnot stresses an important quality of a good storyteller "which is difficult to name. Perhaps friendliness is as good a word for it as any other—a reaching out to people, a desire to share with them something you enjoy" (1). It is this quality which seems to stand out in Meindert De Jong's successful work. Evident in his very first book, it is used in varying degrees throughout the others until it reaches its best in this last title.

The desire to express himself in this manner is deep-seated in the author's background, although it has apparently been as unconscious as it has been constant. It is interesting, once the possibility has arisen, to trace the continued efforts to perfect this style of writing which comes directly from the same source as many of his stories. A chance remark about *The Wheel on the School* held revealing possibilities and led to the discovery of this influence behind his manner of writing. Some knowledge of his early life and experiences is necessary for the explanation.

First of all, Meindert De Jong was born in a little village in Friesland in The Netherlands and lived there until he was eight years old. At that time his father brought the family to this country and Meindert grew up in Michigan, living in a small city and later in the suburban countryside. One of his brothers, David, also wrote at an early age, so both he and Meindert contributed to high school and college papers, then wrote short stories for periodicals.

Although he never returned to Holland, Mr. De Jong found he had vivid memories of his birthplace. His impression of life in the small village, its houses, its people, and the ways of the sea had remained clear, definite pictures—the kind that can form in the sensitive mind of a small boy with such a complete knowledge of the neighborhood and the people who inhabit it that he astonishes the adults with his understanding. Mr. De Jong says these early recollections remained in his mind as if they were set in amber, which is sometimes found along the shores of this same North Sea. When he began to write for children and turned to his own childhood,

as so many authors do, he found a wealth of background, incident, and character stored in his memory ready to be developed. So it happens that *Dirk's Dog, Bello;*

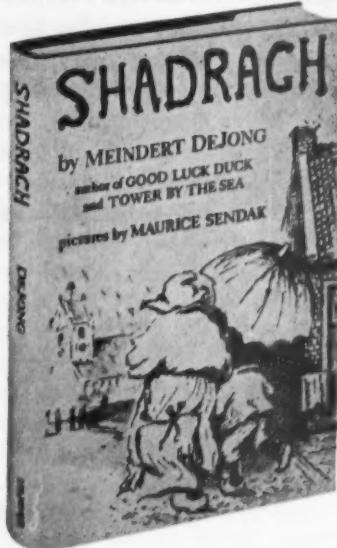


The Tower by the Sea; Shadrach; and The Wheel on the School have grown out of this same village whose streets spread out like a map in the background of his memories. Figures moved across it carrying out the interlocking ways of a small community, influenced by the sea, the wind, the weather, and the tides which controlled the lives of the fishermen.

It was this same setting that gave Meindert De Jong his own first experience with storytelling and engraved the vivid impressions which may well have influenced his writing so indelibly. Recently he was asked about his very modern conception of the role of a teacher as it is expressed in *The Wheel on the School*. Immediately he confessed that this one person in the entire book was taken from real life.



His memories of his first schoolmaster in his own little Dutch village gave him the pattern for this understanding, alert, and sympathetic man whose simple wisdom sets the children on their search for some means to bring about the return of the longed-for storks to Shora. When Mr. De Jong speaks of this early teacher his voice expresses substantial awe and respect for both the man and his profession, but when he adds his memories of the teacher's ability as a fascinating story teller, the warmth in his tone becomes an unrestricted enthusiasm. With convincing emphasis, he implies that any child has been deprived of part of his birthright if he grows up without a similar experience. The gift for clothing learning in magic imagery, and sharing it with an unreserved personal regard for both the story and its listeners, with the resulting vivid impact upon both the receptive minds and imaginations of the children, probably justifies Mr. De Jong's feeling for it. Certainly, it



may well have had an important and lasting influence on the small person he knew best of the original group.

With this strong, subconscious delight in stories, Meindert De Jong began to write for children with an instinctive feeling that they should find in books the same enchantment so well remembered from his first days at school. Without any consciousness of its origin, he has attempted to share his stories with his readers and adopted a rhythm familiar to storytelling to obtain his effect. The first paragraph of his first book, *The Big Goose and the Little White Duck*, which grew out of the author's experience with farms and domestic animals in this country, begins:

It was this way. There was the little poultry store with the big glass window on the busy street. There were the busy people passing up and down, looking, as they went, into that big clear window. But they would not stop for that—they could see all that as they walked past.⁽²⁾ They would see all the cages with the chickens, and all the cages with the turkeys.

Meindert De Jong says that he did not recognize any particular reason behind his need to start his story with this type of opening, or his desire to follow this particular pattern in his writing. He kept trying for a certain arrangement of words because he felt, and still feels, that a story should not start with conversation, or with action, but with something which leads

into the setting, the lives of the characters, and the important things that are going to happen. He adds that he has kept this method of introduction because of his deep inner urge that this is the only right way for him to do it. He has continued to work it out in spite of comments by critics and certain well-meant advice that has been given him over the years.

Although it is difficult to put a finger on the source of this quality, it is easy to recognize something in common with good editions of folk tales. In particular, it is an essence which lingers in such stories as *Pepper and Salt* and *The Wonder Clock* by Howard Pyle or in Wanda Gag's translations of Grimm's fairy tales. Altogether, it lies not so much in the actual arrangement of words or phrases as it does in this quality which Mrs. Arbuthnot so wisely recommends for her storytellers.

As in good storytelling, this directness, simplicity, and confidential sharing of what is happening looks deceptively easy. Much of its effectiveness comes from this apparent lack of effort; but those who tell stories, or write stories for others to tell, can recognize the careful workmanship needed to create this artful gathering of attention and setting of the stage. The author himself would be first to acknowledge the work which lies behind either the opening paragraph or the careful arrangement which maintains the important link between the writer and his audience. He must describe the background, create the action, and develop his characters to rounded perfection, yet allow them to share with the readers all the thinking, feeling, and learning which make their interwoven adventures not only exciting but so important that any interruption be-



comes almost unbearable. The experiences of the children who are searching for the wheel to go on top of the school and entice the storks to nest in Shora can be used as an excellent example. As a listener resents an outside noise or interruption which detracts from the storyteller's tale, so the reader who has to break away from this carefully woven narrative with its deftly built suspense is irritated beyond all reason. Yet the spell lies neither in the action nor the character itself as much as in the feeling of going along with the character and sharing his entire experience with him. It is so real that there seems to be a possibility that the reader will be left behind, or will miss out in some important discovery that lies just around the corner, if he puts down the book. It is almost with relief that the first lines to be read when the book is picked up again are those that continue where that unfortunate interruption took place. It is not a reasonable thing, nor a probable thing to any but the one who has been pulled back to reality without his permission, so to speak; but the experience remains.

It took Meindert De Jong many years to bring his way of writing to the point which he had set for himself. Besides his Dutch stories, he has written a group which grew out of his experiences with farming and the various pets he has known. Beside *The Big Goose and the Little White Duck*, there were *Wheels over the Bridge*, *The Little Stray Dog*, *The Cat that Walked a Week*, and *Billy and the Unhappy Bull*. Some of these stories were not as well written as the earlier ones, particularly *Dirk's Dog, Bello*, although they all have an interesting bearing on the development of his style. From the beginning, they did

establish their author as a writer with a delightful sense of humor, a sensitive understanding of both animals and humans, and an ability to weave a plot which had both suspense and realistic action. Those reviewers who wrote enthusiastically about such positive qualities were, at the same time, reluctantly agreed that the writing left something to be desired. Some found them poorly constructed, naming particularly the poor sentence structure, while others were disturbed by the repetition. None seemed to realize that the author was reaching for a special kind of expression, and the points that disturbed their enjoyment of the story itself were those in which he was failing to accomplish that for which he was reaching.

By this time the author was involved in a different kind of writing. Drawn into the armed services with the arrival of World War II, he found himself compiling current history with the Air Force in the Asiatic theater of the war. His position was ambiguous, for he was given the full work of a historian but never received the rank which supposedly accompanied the job. With a twinkle in his eye, he remarks that he never did become an officer, though he had the dubious honor of teaching officers to write history.

Some day, through an autobiography or similar personal account of these years, Meindert De Jong may be able to determine for himself and others just what happened to give such an impetus to the growth and change in his writing. His first books to be published after his return to civilian life reflected such a maturity and a control of style that he soon made a place for himself among the foremost writers of children's books. *Good Luck Duck*



All the long wait for Shadrach's arrival, the series of major misfortunes created by the waiting, and the immense experience it meant for one small boy, came back to the author so vividly that he could no longer keep his mind on Candy's troubles. The little dog was put to one side while the book *Shadrach* came into being, was sent to the publishers to take the place of the original book, and *Hurry Home, Candy* once more proceeded at its own rate.

There are also times when characters take over the carefully planned plot which has grown out of the original idea. Then their originator confesses, with a rueful look, that he is not quite sure how they arrived at their particular ending from the place where they first began. There are other characters that come along, with their plot definitely defined, who make themselves delightful companions, write their story in an orderly fashion and leave their author mystified by their unusual impact on the readers who openly welcome them. To this day, Mr. De Jong shakes his head over the popularity of *Smoke above the Lane* which came into being with less than the usual effort, created itself with

more than usual enjoyment and took less of the painful revision sometimes necessary. Yet anyone who has caught the smoke of the tramp's campfire, watched the scene in the rocking freight car, and marched up the street of the little southern town with the skunk finds its reception completely understandable.

Whatever the nature of the plot and the characters, the author writes furiously until the story has become a long and complete narrative, working out the development of both plot and characters against the chosen background. When asked how long this version usually becomes, Mr. De Jong once more shakes his head and says it is always



too long. This apparently means that, despite its finished length which varies greatly among his books, the first draft is always too loosely woven and full of incident to fit the final form he and his editor choose for the book. Next must come the arduous work of changing, eliminating, and rewriting until the final draft has the carefully chosen arrangement of words, conciseness of situation, and vivid setting of both background and pace for which Meindert De Jong is becoming noted. He speaks frankly of his problems, often

was chosen by the Junior Literary Guild as one of its selections for 1950; *Tower by the Sea* was one of the small percentage of juveniles chosen for the list of Distinguished Books for Children that same



year; *Smoke above the Lane* made a new record for the sales of his books in 1951, and both *Shadrach* and *Hurry Home, Candy* were runners-up for the Newbery Medal in 1954.

When he is asked about this difference, Mr. De Jong is inclined to grin, give his shoulders a characteristic Dutch shrug, and suggest that he has learned a lot more about writing. This answer might indicate



that he is not too sure of what has happened, nor does he care to become introspective about it. To those with whom he has talked about his writing, much of his success would be the direct result of his long period of preparation before the war and his very thorough revision of his manuscripts. It seems to be difficult for most writers to talk about their methods of

work, and Mr. De Jong is no exception. While he is actually writing he refuses to discuss the story at all, since he has an almost superstitious feeling about it. Talking about it while it is in process could spoil the story, interrupting its normal way of development, he says. Once it has been written down and the first draft completed, he will talk more freely about it. After it has been completely revised and, especially, when it is at last on its way to the publisher he becomes more communicative and much can be gleaned through honest interest and steady questioning. Once started in his recounting, it begins to have the warmth, humor, and delightful characteristics that will be more fully developed in the book itself.

Apparently, the germ of a story may come from an idea which can drop in from any one of many sources. A few he carries with him, for he admits he has several animal friends who will undoubtedly demand attention from him one of these days. Others grow from an incident which may come along in the course of everyday events and jog a memory or call up a possible series of happenings which lead to a story. Sometimes such an idea grows so rapidly and forcefully that it interrupts a book which is already in process. This has already happened, for the little dog, Candy, was working out his adventures with considerable stress and difficulty, quite understandable to those who have read about him, when one of Mr. De Jong's young friends brought his rabbit for the author to care for while its owner was on vacation. In the course of the next few days, this little animal began to revive a stream of memories which concerned Shadrach, the little black rabbit of his Dutch boyhood.

series of tales bound together by the common purpose of acquiring the all-important wheel. From the morning Lina read her essay on storks until the pair perched on the wheel above the school, these six children were constantly pressing toward their purpose. Each of them thought things through, worked them out, and took on responsibilities for others as well as those he himself had assumed; so each also grew more mature, became more of an individual in his own right, and more a part of the community as a whole through his contribution to the search. In addition, they enlisted the aid of several older people who were drawn back into the life of the village through their co-operation with the children's efforts. This was especially fortunate with Janus, who had fought the boys along with the rest of the world from his wheelchair and who now became an active part of the village and an important part of the stork-saving expedition. All six adventures are carefully interwoven to give each its place in the development of the action, to introduce the various grown-ups to their parts in the problem, and to lead to the climax in the final effort to capture the storks. This unites children and adults in the successful struggle against wind and tide which brings the book to a close.

There is verification of the author's careful delineation of his characters in Maurice Sendak's illustrations, where each line that indicates a gesture of the hands or slope of the shoulder indicates the individual he is portraying. Tiny though the pictures are and indefinite though they may seem, the artist has caught the atmosphere of the country, the feeling which motivates the children themselves, and the

action involved in the progress of the story. Actually, they help to verify and emphasize the impressions the reader is receiving, which is the final aim of illustration for a story of this type.

Independent of illustrations, Meindert De Jong has used his hard-earned skills to interweave the trials of these children in a most unusual way. His rare perception and understanding, his conception of action and plot, and his careful choice of words blended into his special pattern make an outstanding book for children which will also interest many adults. Once one is within the spell of his storytelling, the words lead rhythmically to Shora in Friesland with its rough dike roads, closed bunk beds, furious storm winds, and its angry sea reflecting a gray sky. The serious children, intent on their modern crusade, carry the story along with them in phrases which hold the spell. Humor enters naturally, product of character and action, to give the necessary relief from continued strain. When the book reaches its inevitable close, it is difficult to realize that this has been a long story which covers nearly three hundred pages. With the release to the everyday world there is somewhat the feeling that is expressed by children at the end of the story-hour's magic period with "Is that all?" and "Tell it again."

There will undoubtedly be those who will disagree about the best book written by this author, about the use of certain of his books with different age groups, or who will draw back from the relentlessness with which he follows the emotion involving some of his characters; but there will be few who care to question the certain development of his writing over this

stating that he has written out the idea in his first draft, so now he must rewrite it to make it into a book for children. Over the years he has tried one method and another in his various books until he has now reached a period where he has learned his own best way to put into words the humor, action, and knowledge of his characters he has had all along.

One of the greatest gifts that was given this sensitive Dutch boy was his ability to go through life quietly observing people and places, absorbing sounds, smells, and feelings until he became aware of the inner experiences which motivate animals or children. As he grew older, his humor and maturing point of view were a saving grace for his sensitivity, but there is something of the crusader in his desire to share with his readers the importance of these inner feelings and to make each one understand how greatly the young thing, be it a puppy as in *Hurry Home, Candy* or a child as in *Shadrach*, needs not only sympathy but also the understanding and assistance of others. The development of his individual style over the years has made possible, through restraint and meticulous use of his way with words, the sustained sense of feeling and striving which is emotional growth in any living being. Meindert De Jong has watched this in animals and children, particularly himself, until he can see it clearly in his own mind. As an adult he has taught himself the art of painting it in words so the colors of feeling as well as those of setting and form come together in his stories.

Here again is a likeness to the storyteller, particularly those who were the originators of the art early in the world's history. He, also, is passing from one gen-

eration to another knowledge, understanding, sympathy, and, when necessary, moral teaching which is needed for the proper reception of what he has to tell. Meindert De Jong does not like to be called a moralist, for any lesson which he teaches is incidental to the telling of his tale. The minstrel, the jongleur, and the village storyteller at their best were seldom conscious moralists, either. Usually they, like this modern teller of tales, were dealing with everyday problems of their generation and seeking understanding for those whose stories they related. Just as those versions that have come down to us were constructed with deft plots and brightly-colored characters to hold a varied audience, so has Mr. De Jong written in a manner which lends itself to telling to a variety of ages. Any of his later books can be used to hold a group within the charmed circle of storytelling or reading aloud, intent on the problem which comes so realistically through the characterization, which in turn is expressed in his carefully woven style.



The Wheel on the School carries the author a step further in his development and in his use of storytelling. Here is a

Needed: Storytellers!

Storyteller, greatest giver, not of gifts, but
gifts to share,
Holding up a world of beauty, so that all
may call it fair,
Storyteller, I salute you, never waver in
the quest,
Once a Nazarene proclaimed it to a world
forever blest.¹

Since the beginning of the race the storytelling impulse has prevailed, and a storyteller in a modern school's library or classroom is the most popular of human beings. Everybody loves a story! Have you noted how quickly wandering attention is regained by a speaker who says, "Oh, that reminds me of a story!" or "I'm going to tell you a story!" These expressions are

Date	Time	Grade	Teacher	Storyteller	Story
Monday, April 26	10:30	3	Miss Fillmore	Carol Ray	"Hansel and Gretel"
Tuesday, April 27	10:00	6	Miss H. Smith	Bill Lee	Wings for Nikias
	10:30	6	Miss M. Smith	Norman Ross	"Tonio Antonio"
	11:00	4	Dr. Brown	Julia Ainsworth	One Day With Tuktu
Wednesday, April 28	1:00	5	Miss Carle	Joan Gammie	He Went With Marco Polo
	2:00	2	Miss Funfar	Donna Beard	Five Hundred Hats of Bartholomew Cubbins
Thursday, April 29	11:00	3	Miss Patton	Nita Craig	Mr. Popper's Penguins
Friday, April 30	10:30	5	Mrs. Dyer	Nancy Payne	On the Banks of Plum Creek
	2:00	1	Miss Price	Virginia Nye	Caps for Sale
	2:30	1	Miss Scales	Betty Daniels	Ask Mr. Bear

The classroom groups come to the library at their scheduled time under the supervision of their teacher and a student teacher. Miss Weller asks the children to be seated in the medium-sized chairs that are arranged in four semi-circular rows. On two large tables Miss Weller has placed, before the children arrived, many books for their grade level. After they are seated

magic attention-getters of one individual or of thousands. And of course, no audience is quite so receptive to a storyteller or a story reader as a child audience. Children have an inherent love for stories. That is why the students who are majoring in elementary education at Indiana State Teachers College are asked to take a course in Storytelling. As a part of the requirements for this course each student must tell stories at the Laboratory School. Miss Elizabeth Weller, the librarian, is most cooperative. She has worked out a schedule of story hours. Following is a sample of our schedule:

she invites one row of children to go to the tables and select books to take home with them. Each child selects a book, goes to the desk and checks it out, and returns to his chair. Then another row of children selects books. When each child has made his selection, Miss Weller asks that all pupils place their books under their chairs, for now it's time for a story! She then in-

¹Ruth Buschman, "Installation for a Story League," *Story Art Magazine*, (March-April, 1950), 14.

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last period of years. There are numerous books on a multitude of subjects in the juvenile field today, and many of them are worthwhile and badly needed for a variety of good reasons. It is still true, however, that there have never been enough real storytellers, with their magic key to the charmed circle that all children should know and all adults should have the delight of remembering. It is a great pleasure to welcome another author to this important place.

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troduces the storyteller who seats herself in the chair in front of and in the center of the semi-circle of children. She tells her story. When she has finished, the children sometimes ask questions about the story, talk about certain characters in the story, or relate some experience that it has brought to mind; someone always thanks the storyteller for coming. Many times the teacher uses the story as motivation for talks, for creative art, creative writing, or creative drama when classroom work is resumed.

The type of story chosen for telling depends upon, first of all, the grade level of the child group. Many times it is a story that correlates with a unit of study that the teacher is teaching. Always, there is an effort to choose stories that help in meeting the developmental needs of at least the average members of the group. And always the interests of the group are considered.

The storyteller has taken into consideration her own personality before choosing a story. If she has a light, rather high-pitched speaking voice she does not attempt to tell fairy tales that have descriptions of magnificent castles and as leading characters majestic, dignified, commanding kings and queens. She can better tell a story about elves or small animals or about small children lost in a woods. If she has a meager sense of humor she does not attempt to tell a nonsense story. If she does not have a very expressive face she tells stories only to older children who will listen even though the material is not projected partially by an animated, expressive face.

Many stories need to be adapted before they can be told effectively. As a general

rule, long descriptive introductory passages about the setting are cut to the bare essentials. An interesting character or some activity is introduced in the first sentence. According to Miss Carrie Rasmussen in her book *Speech Methods in the Elementary School*, "The story must begin with a bang. The hero must be brought on at once. 'There once was a boy named Tom Sawyer. He was in a book written by Mark Twain. I will tell you the chapter about painting the fence.'" Then the plot should be developed in a logical sequence of events. No subsidiary plots should interfere with the main plot. Sometimes it is necessary for the storyteller to cut and to reorganize a story that employs the element of suspense. It is necessary in the oral rendition to keep the suspense mounting until the climax is reached. Suspense is useful to the storyteller, for it holds the interest of the listeners, and it is beneficial to the child listeners, for it induces concentrated attention.

We know now that direct address is much more appealing to child listeners than indirect. For instance, "The herald entered the throne room and announced that the king was approaching," is much less vivid than, "The herald entered the throne room and announced, 'The King approaches!'" Children love dialogue, with the storyteller suggesting the characters by slight characterizations—perhaps only a slight change in voice pitch, or a slight change in rate of speaking, or a change of facial expression. Each individual storyteller will suggest characterizations in his own individual way, depending on his own personality.

Educators for many years have divided the literary appreciation of children into

four (flexible) periods. Since, it seems to me, these periods of appreciation coincide with the developmental needs of children at different levels of growth, the storyteller who is an informed and careful selector of stories can be a dynamic force in the child developmental programs of today's best schools. The four periods of literary appreciation are the rhythmic, the imaginative, the heroic, and the romantic.

Mrs. Annie Duff and May Hill Arbuthnot believe in reciting lyric lines from such writers as Shakespeare, William Blake, Christina Rossetti, and Samuel Coleridge to the two-year-old child. These two authorities in the field of children's literature believe that the two-year-olds enjoy the smooth flow of words and the rhythm. This must have been the belief of those educators who gave the first period of literary appreciation the title "rhythmic period." However, in choosing stories for this period it is necessary that the story not only have rhythm, but that the concepts are within the appreciation of the children from three to six years of age. The characters, situations, animals, and objects of the story must be within the interest range and the comprehension of the group. These children have for the most part had few contacts outside their homes and their small communities. Necessarily then, they are restricted realists in their appreciation; so the characters in their stories should be other children, a mother and father, a postman, a milk man, a policeman, a barber, etc. And oh, how they do enjoy animal characters! However, these animal characters must have human characteristics. Most of them talk as human beings do and they live in houses as human beings do. You will recall that Papa Bear, Mama

Bear, and Baby Bear talked together about their porridge, their chairs, and their beds; you will recall that they lived in a cottage with doors and windows.

These children love stories, also, about vehicles that go. Many times you've seen the three, four, or five-year-old riding his tricycle rapidly down the sidewalk as he made the "brrrrr, brrrrrrrrr, brrrrr" sound through vibrating lips. He isn't riding just an ordinary tricycle; he's driving an ambulance, or an automobile, or a taxi cab, or a semi-trailer truck, or a bus, or even an aeroplane! And he loves stories about these transportation vehicles; however, they too have human characteristics and human feelings. "Little Toot" for instance, was a gay, funloving little tugboat at first, but suddenly he awakened to a human-like sense of responsibility when a big ocean liner needed help. "The Little Engine That Could" thoughtfully talks to himself as humans do when they face a problem. He says, "I think I can, I think I can, I think I can," as he desperately tries to pull his overloaded cars of Christmas gifts over the mountain so that the children there will have their gifts on Christmas Eve. He is a little engine with a human desire to have all children happy at Christmas time. These characters, in these situations, with these thoughts, are within the understanding and emotional appreciation of the small children. And unconsciously the child listeners are learning a great deal about acceptable human behavior.

Another requirement of the rhythmic period is repetition—repetition of words, repetition of expressions, and repetition of episodes. Much of the story rhythm comes through the repetition. Repeated expressions such as "roly-poly, pell mell, tumble

bumble" from *The Pokey Little Puppy*; names such as "Goody Poody, Manny Panny, Henny Penny, Cocky Locky, Ducky Lucky, Goosey Poosey, and Gander Pander" from *The Pancake*; and repeated episodes such as the First Little Pig building a house of straw, the Second Little Pig building a house of sticks, and the Third Little Pig building a house of bricks, and the Big Bad Wolf huffing and puffing at each house—all of these repetitions delight the small children. Another type of repetition that entralls them is the simple verse within a story. An example is that from Wanda Gag's *Millions of Cats*:

Cats here, cats there,
Cats and kittens everywhere,
Hundreds of cats, thousands of cats,
Millions and billions and trillions of cats.

Because most stories do have repetition, memorization is not difficult and not much time is needed for preparation by the storyteller. I feel that the told story is more effective than the read story for the small children if the storyteller does have expression and animation. However, the teacher of elementary children who loves to use stories, probably finds so many demands upon her time that she feels she does not have time for preparation for telling. Most certainly it is permissible for her to read the story, but she should show the pictures as she reads. Many writers of today's children's books are illustrating their own books, or are having them illustrated by such experts that it seems the pictures should be shown even if the story is told. Let me relate what exacting demands Robert McCloskey made upon himself when he illustrated his own Caldecott Medal winning *Make Way for Ducklings*. While an art student in Boston several years before writing and illustrat-

ing this story, Mr. McCloskey had observed ducks crossing the highway getting to and from the park. Now, years later, the streets were so heavily trafficked that he knew the ducks must be having a very difficult time getting across. A story idea of a family of mallard ducks took shape in his mind. When he was ready to illustrate, he realized that he knew almost nothing about mallards. He spent days in the Museum of Natural History studying stuffed mallards. He went to Cornell University and studied the wings; and how the feathers grew, and their colors and textures. Then he returned to New York and bought four mallards, took them to his apartment, and for weeks made sketches of them. Next he went to Boston and drew parks, bridges, fences, streets, shops—everything he needed for his book. He returned to his New York apartment with a half dozen baby ducklings and for days sketched ducklings. "At last he was ready to make the final pictures for his book. And then his long, careful painstaking work paid off. When he made a wing, or a bill, or an eye, he knew it was right; it could belong to no kind of duck except a mallard. It was a fine feeling to know that what you drew was *right*." So you see, it was not an easy task to make Mr. and Mrs. Mallard and baby mallards Jack, Kack, Lack, Mack, Nack, Ouack, Pack, and Quack "look as if they had just stopped for a while in the pages of this book before going back to their customary haunts around the lake." Perhaps the storyteller should show the pictures before she tells the story, or perhaps after she has told it.

Carolyn Bailey suggests that the story from Swedish folk lore "The Cap That Mother Made" is one excellent story to bridge the transition from the rhythmic

period to the imaginative period. Anders, the little hero of the story, is introduced to a new world of palaces and kings only briefly. Most of the story is concerned with his mother, his home, and the people he knows.

Many seven, eight, and nine year olds enjoy stories about real animals, both pets and wild animals. Realistic stories of everyday adventures of children are also appealing. For instance, Pelle is a little boy who lived in Sweden, and he had a beloved pet lamb. He needed a new suit, and so the lamb was sheared. It was necessary for Pelle to obtain the cooperation of many people for carding the wool, spinning the yarn, dyeing the yarn, weaving the cloth, and finally making the suit. He repaid each worker by doing some work for each of them. Pelle was a polite boy, and child listeners would undoubtedly appreciate his politeness and his cooperative spirit, and they would be happy for Pelle when his new suit was finished. Robert McCloskey's *Lentil* is a typical American boy living in a typical American small Midwestern town. He has many adventures and overcomes many difficulties to gain the great feeling of achievement which is so satisfying to children or to adults.

Girls usually retain their love for the imaginative tales for a few years, but boys nine years of age are definitely ready for realistic stories again. They are in the heroic period of literary appreciation. They desire stories with much exciting action, danger, conflict, and physical prowess. "The Knights of the Silver Shield," "The Boy Knight of Reims," "The Odyssey," "Robin Hood Stories," "The Sorcerer's Apprentice," "Tom Sawyer," and "Johnny Tremain"—these are all stories to satisfy

the nine-year-old and older boys. These are stories that, when well told, will satisfy the need of these young boys for action and excitement. The listeners become the worthwhile heroes of these tales, thus living vicariously the many satisfying experiences of the stories.

Both boys and girls from nine to twelve enjoy such stories as "Many Moons," "Mary Poppins," "The Marvelous Pitcher," and "Arachne."

The last, the romantic age, embraces idealism, patriotism, chivalry. The youngsters of this period enjoy a great deal of pageantry. They admire courage and loyalty in individuals. They want romantic tales of adventure and some love stories, but only love stories of a wholesome tone. They are ready now for biography. Not always do they want factual biographies, but rather fictionalized biography or biographical fiction. Biographies of Benjamin Franklin, Paul Revere, George Washington, Thomas Jefferson, Abe Lincoln, Davy Crockett, Daniel Boone, Florence Nightingale, Queen Victoria, and Louisa Mae Alcott, when told by a capable storyteller or read by a capable oral interpreter, cannot fail to help the youth of our schools understand themselves and their fellowmen.

Observations

1. Children respond best to the oral story interpreter who has a deep love for the story she is interpreting, because there is then animation in her vocal and bodily expression. Even her eyes sparkle if she sincerely enjoys the story.

2. Children enjoy having the interpreter suggest by vocal changes and occasionally some bodily action (at least

changes in facial expression) the various characters in the story.

3. Children enjoy the interpreter who so vividly visualizes in her mind's eye the scenes and situations that she can make her listeners visualize clearly too. For instance, when telling "Millions of Cats" one teller made every child in the first grade visualize "Cats here, cats there, cats and kittens everywhere," by letting her eyes sweep over the whole classroom and it magically became a mountain covered with cats and kittens. Her voice, too, expressed the wonder, the awe, the excitement of the little old man who had come searching for one cat and had found so many, many cats.

4. Primary and intermediate grade children like to see the pictures of the oversized, well illustrated books as the story is read to them. We have learned that the best way to hold the book while reading or telling the story is to hold it in the left hand and at the left side. Hold it down about midway between the shoulder and the hip, and out about twelve inches from the body. In this position the teller's or reader's right hand is free to turn the pages, to point with the index finger to any center of interest she wishes to indicate, and she can see the words and pictures herself. Each child in the listening group can see the pictures easily, for the book is high enough that all eyes can see.

5. Children enjoy a few gestures; however, the gesture must be meaningful and must explain or expand the meaning of the words. How let down the children of the second grade were when a storyteller of "The Little Pig With the Straight Tail"

spoke of the big-g-g-g red truck that came to the farm to get the pigs. Her tone coloring of "big-g-g-g-g" indicated that it was a huge semi-trailer truck, but her finger gestures indicated that it was only twelve inches long!

6. Children enjoy vocal and sound effects. Mr. Hanna was a college senior telling "The Three Billy Goats Gruff" to the second graders. He was seated in front of the semi-circular group. Each time a Billy Goat Gruff went "trip-trap, trip-trap" across the bridge, Mr. Hanna, with open palms, "trip-trapped" against his thighs. By the time the Third Billy Goat Gruff "trip-trapped" upon the bridge, every child in that listening group was a Billy Goat "trip-trapping" with the storyteller. How they did enjoy it!

The very popular professional storyteller, Bill Martin, uses gestures very effectively. In telling his own story about a train named "Smokey Pokey" he told how Smokey Pokey and another train approached each other head-on. The hand of his right arm became Smokey Pokey and the hand of his left arm was the other train in his gesture, and excitement ran high in his child audience as the two hands approached each other in a narrowing circle as he told about them puffing toward each other. In telling a story about a puppy that was given to a little boy for Christmas, Mr. Martin picked the imaginary puppy up in his arms and stroked his imaginary head so lovingly that no child in that audience doubted that that was the way all children and adults should handle and love their pets.

Vocabulary Study by "Fields of Interest"

Most study of children's vocabulary has so far been by investigations that "covered the field," so to speak. These studies have told us "all the words" that children knew at six years of age or at Grade IV, or the like. But doubts are increasingly being cast on this type of study.

Three reasons cause us to question the advisability of trying to study "all of children's vocabulary." First, such a study takes an enormous amount of time and the work of many people. Second, such work is very expensive indeed, going beyond the resources of any single individual or institution and demanding grants from wealthy foundations. Third, such studies usually give us only a kind of "surface knowledge" of children's vocabulary, even after all the time and expense involved. That is, such studies usually give us only the "most common meaning" for any word, and then very little beyond a mere acquaintance meaning. It does not help very much to know that most children know that a *begonia* is a flower when they have no idea of what it looks like.

The alternative to this study of "all of children's vocabulary" is a study of what children know in a particular field. For instance, what do children know about *flowers*, including names, appearance, how to grow, and so on? From such a study, we would have a much better idea of what to teach about *flowers*, and how to teach it and when. Or what do children know about the field of *radio*, or of *government*

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or of *coal*, and so on?

The study of a limited field of interest would be within the abilities of a single person or institution. Such a study would not cost too much. And such a study could go into "depth of meaning" instead of mere "superficial meaning" of all of the words involved. We want to know not merely that a child knows something of a "shaft," for instance, but how much he knows about it. Does he think of the shaft of an arrow or the shaft in a coal mine? What is shaft in a coal mine? How is it made? What is it for? We want not just superficial meaning but "depth of meaning."¹

Some years ago it was shown that we lacked any agreement as to what is the vocabulary of a teaching unit in school.² The units of Indians, Wheat, and Holland were taken and the vocabulary of about twenty treatments of each unit studied. The result was a list of from one hundred to two hundred words for each unit, but hardly any agreement in the materials as to just which of these belonged in the unit, since very few of these words were repeated to any extent. This study seemed to demand a study of these particular vocabulary fields if we are to include these units in our school curriculum. What do children know about Indians, Wheat, and

¹See *The Elementary English Review*, Vol. 16, No. 2, or chapter 11 in *Problems in Reading*, Garrard Press, Champaign, Ill.

²See *Journal of Educational Research*, Vol. 47, No. 3, or Chapter 22 of *Methods in Reading*, Garrard Press, Champaign, Ill.

Holland? Or about any other specific fields of interest?

Another approach to this subject of vocabulary of special fields of interest has been made, based upon the general studies of vocabulary. In the Combined Word List,¹ eleven large vocabulary studies were combined, giving a total of 19,000 common words. Since we are thinking of words as meanings, and not as mere spellings, each of these 19,000 words was looked up in the dictionary and a context added which specified the meaning. Naturally, some spellings had more than one common meaning, and by adding these, we arrived at over 20,000 meanings. More could have been added, but we restricted ourselves the most common meanings, and to differences in meaning that did not require fine discrimination.

These more than 20,000 meanings were then sorted into subject groups in order to get together those meanings that belong to the same "field of interest." All existing classifications were used, but these had to be expanded according to the needs of the groups of word meanings. The guiding purpose was to get the groups down to 100 words or less, so that each group could be got on one page and so studied as a group. Various classifications could have been made, but the division was made and remade on those two principles, (1) as closely related a group of word meanings as possible, and (2) groups not over 100 words.

The resulting 305 word groups may at some time be published, but their use need not wait for such a time. On the pages that follow, the 305 word groups are

¹See *A Combined Word List*, B. R. Buckingham and E. W. Dolch, Ginn & Co., Boston, 1938.

listed. Anyone interested in vocabulary study by "fields of interest" can find in this list the word groups with which he is concerned. If he then will inform the present writer, it can be arranged that a copy of the particular groups of words can be sent to him. The only cost will be that of copying the lists.

The lists for a few of the groups have already been printed and appear in the *Journal of Educational Research*, Vol. 44, No. 6, and in Chapter XIII of *Methods in Reading* (Garrard Press, Champaign, Ill.). These groups are House and Home (423 words), Clothing (339 words), Recreation (572 words), and Animals (619 words). That publication presents a limited testing result on these words, and they can be much further investigated. The report of the exact amount of knowledge that was expected for each word meaning will be found in the *Elementary English Review*, Vol. 13, (177-183). But we should know much more about the depth of meaning that each term has for children of each grade or age level.

Since a child's concepts are what he thinks with, and really show us what the "content of his mind" may be, it is hoped that we will be able to learn more and more about those concepts, which are of course back of all word meanings. Vocabulary study by fields of interest should help very much in this direction.

List of Word Groups

- I. School
 - A. School, Miscellaneous
 - B. Teaching and Study
 - C. School Management
 - D. High School and College
 - E. Supplies
 - F. Arithmetic
1. Arithmetic, Miscellaneous

List of Word Groups (Continued)

- 2. Fundamental Operations
- 3. Weights and Measures
- G. Geometry
- H. Handwriting
- I. Grammar
- J. Reading and Spelling
- K. English Composition
- II. Everyday Life
 - A. Body and Health
 - 1. Body, Miscellaneous
 - 2. Appearance
 - 3. Manner
 - 4. Movements
 - a. Body Movements, Miscellaneous
 - b. Arm, Hand, and Finger Mov.
 - c. Walking
 - 5. Physical Condition
 - 6. Functioning of Body
 - 7. Health
 - 8. Eyes and Sight
 - 9. Hair
 - 10. Face
 - 11. Other External Parts
 - 12. Internal Parts
 - 13. Sleep
 - B. Sickness
 - 1. Sickness, Miscellaneous
 - 2. Diseases
 - 3. Miscellaneous Disorders
 - 4. Wounds, Accidents, etc.
 - 5. Treatment of Sickness
 - 6. Medicine and Supplies
 - C. Food
 - 1. Eating
 - 2. Meals and Table Service
 - 3. Cooking
 - 4. Utensils
 - 5. Materials
 - 6. Flavors, Seasoning, etc.
 - 7. Vegetables
 - 8. Meats
 - 9. Other Foods
 - 10. Candy and Nuts
 - 11. Drinks
 - 12. Fruits
 - 13. Other Desserts
 - D. House and Home
 - 1. House and Home, Miscellaneous
 - 2. Rooms
 - 3. Miscellaneous Parts
 - 4. Heating, Plumbing, Lighting
 - 5. Pieces of Furniture
 - 6. Furniture, Miscellaneous
 - 7. Grounds and Care of.
 - E. Housekeeping
 - 1. Housekeeping, Miscellaneous
 - 2. Washing and Cleaning
 - 3. Linen and Bedding
 - F. Clothes
 - 1. Clothes, Miscellaneous
 - 2. Articles of Clothing
 - 3. Shoes
 - 4. Other Accessories
 - 5. Cloth, Miscellaneous
 - 6. Kinds of Cloth
 - G. Sewing
 - H. Toilet
 - I. Recreation
 - 1. Recreation, Miscellaneous
 - 2. Children's Play
 - 3. Table Games
 - 4. Football and Gen. Athletic Competition
 - 5. Baseball
 - 6. Golf and Tennis
 - 7. Hunting, Fishing, Scouting
 - 8. Miscellaneous Sports
 - 9. The Theatre
 - J. Money
 - 1. Money and Buying
 - 2. Kinds of Money
 - K. City Environment
 - 1. City Environment, Miscellaneous
 - 2. Public Services
 - L. Country Environment
 - 1. The Country, Miscellaneous
 - 2. Landscape
 - M. Miscellaneous topics
 - 1. Containers
 - 2. Parts
 - 3. Light
 - 4. Fire
 - 5. Water
 - 6. Sound
 - 7. Smells
 - 8. Cords, rope, etc.
 - III. Adult Life
 - A. Business and Industry
 - 1. Business, Miscellaneous
 - 2. Organization
 - 3. Employees and work in General
 - 4. Correspondence, Telephone and telegraph
 - 5. Bookkeeping
 - 6. Selling
 - 7. Goods

- 8. Manufacturing
- 9. Miscellaneous Kinds of Business
- 10. Banking and Finance
- B. Miscellaneous Occupations
- C. Tools and Hardware
 - 1. Miscellaneous Hardware
 - 2. Woodworking tools
 - 3. Metal Working tools and materials
- D. Building
 - 1. Building, Misc.
 - 2. Building parts
 - 3. Carpenter work
 - 4. Other Materials and workmen.
- E. Materials
 - 1. General Qualities, etc.
 - 2. Miscellaneous Changes in Materials
 - 3. Wood
 - 4. Metals
 - 5. Mineral Source exc. Metals
 - 6. Miscellaneous Kinds
- F. Machinery
 - 1. Machinery, Miscellaneous
 - 2. Kinds and parts
- G. Agriculture
 - 1. Agriculture, miscellaneous
 - 2. Field Crops
 - 3. Animal Husbandry
- H. Traveling
- I. Transportation
 - 1. Aerial and Miscellaneous Kinds
 - 2. Auto Transportation
 - a. Autos, Miscellaneous
 - b. Auto Parts
 - 3. Railroads
 - 4. Horse and Horse Vehicle Transportation
 - a. Horses and Riding
 - b. Harness, vehicles, etc.
 - 5. Water and Sea Transp.
 - a. Water and Sea, Miscellaneous
 - b. Navigation
 - c. Personnel
 - d. Kinds of Boats and Ships.
 - e. Parts of Boats and Ships.
- J. Books and Printing
 - 1. Books
 - 2. Newspapers and magazines
 - 3. Printing
- K. Photography and Optical goods
- L. Clubs and Meetings
- M. Society
 - 1. Society, Miscellaneous
 - 2. Dances, Parties, Visits, etc.
- N. Church and Religion
 - 1. Church and Religion, Miscellaneous
- 2. Beliefs
- 3. Buildings and Services
- 4. Organization
- 5. Ethics
- 6. Charities
- O. Marriage and Courtship
- P. The Supernatural
- Q. Death and Burial
- IV. The Arts
 - A. The Arts, Miscellaneous
 - B. Music
 - 1. Music Miscellaneous
 - 2. Technical terms
 - 3. Singing
 - 4. Instruments
 - C. Literature
 - D. Graphic Arts, except Color
 - E. Colors
 - F. Jewelry
 - 1. Jewelry, Miscellaneous
 - 2. Timepieces
- V. The Physical Sciences
 - A. Geography
 - 1. Geography, Miscellaneous
 - 2. Maps, the Globe, etc.
 - 3. Natural Features
 - 4. Rivers and Lakes
 - 5. Ocean and Coast
 - 6. Peoples and Political Government
 - 7. Commerce and Industry
 - B. Weather
 - 1. Weather, Miscellaneous
 - 2. Rain, Snow, etc.
 - 3. Wind, Storms, etc.
 - C. Astronomy
 - D. Physics
 - 1. Physics, Miscellaneous
 - 2. Electricity
 - 3. Radio and T.V.
 - E. Chemistry
- VI. The Biological Sciences
 - A. Biological sciences, General
 - B. Botany
 - 1. Botany, Miscellaneous
 - 2. Kinds of Flowers
 - 3. Concerning Flowers
 - 4. Trees
 - 5. Food Plants
 - 6. Miscellaneous Kinds of Plants
 - C. Zoology
 - 1. Zoology, Miscellaneous
 - 2. Dogs and Cats
 - 3. Other Domestic Animals
 - 4. Wild Animals, Group A
 - 5. Wild Animals, Group B

- 6. Birds
 - a. Birds, General
 - b. Domesticated Birds
 - c. Wild Birds.
 - 7. Insects
 - 8. Fish
 - 9. Miscellaneous Kinds of Animals
- VII. The Social Sciences
- A. History
 - 1. History, Miscellaneous
 - 2. American History
 - 3. Kings and Government
 - 4. Nobility
 - 5. Indians
 - B. Warfare and Fighting
 - 1. Fighting, exc. Warfare
 - 2. Warfare, Miscellaneous
 - 3. Guns and Explosives
 - 4. Officers and Men
 - 5. Military Organization
 - 6. Military Operations
 - 7. Naval Warfare
 - 8. Obsolete Methods of Warfare
 - C. Government
 - 1. Government, Miscellaneous
 - 2. Government Organization
 - 3. Voting and Legislation
 - 4. Foreign Relations
 - D. Law
 - 1. Law, Miscellaneous
 - 2. Courts and trials
 - 3. Officers and Enforcement
 - 4. Crimes and Criminals
 - 5. Prisons and Punishment
- VIII. Special Aspects of the Environment
- A. Number
 - B. Amount
 - 1. Amount, nouns
 - 2. Amount, Adjectives and Adverbs
 - C. Size
 - D. Shape
 - E. Space
 - 1. Space, nouns
 - 2. Space, Adjectives
 - 3. Space, Adverbs and Verbs
 - F. Time
 - 1. Calendar and Clock Time
 - 2. Times of Day and Seasons
 - 3. Time, Miscellaneous Nouns and Verbs
 - 4. Time, Miscellaneous Adjectives
 - 5. Time, Miscellaneous Adverbs
- IX. General Vocabulary concerning Persons
- A. General Human Acts
 - 1. Miscellaneous Human Acts and States
 - 2. Try, Do, and Opposites
 - 3. Give, Get, Lose or Keep
 - 4. Change Place and Opposites
 - 5. Discover, Show, etc.
 - 6. Physical Acts (except Bodily Movements)
 - B. Mental Qualities
 - 1. Miscellaneous Mental Qualities
 - 2. Intelligence, Wisdom, and Knowledge
 - 3. Boldness, Ability, and Opposites
 - 4. Pleasantness and Opposites
 - C. Mental Processes
 - 1. Miscellaneous Mental Processes
 - 2. Perception and Attention
 - 3. Memory, Imagination, and Planning
 - 4. Thinking and Understanding
 - 5. Belief and Opposites
 - 6. Abnormal Psychology
 - D. Emotions
 - 1. Emotions, Miscellaneous
 - 2. Sorrow and Opposites
 - 3. Anger
 - 4. Pleased and Opposites
 - 5. Fear and Opposites
 - 6. Worry and Opposites
 - 7. Excitement and Opposites
 - 8. Like, Desire, and Opposites
 - 9. Affection and Opposites
 - (exc. Courtship and Marriage)
 - 10. Kindness and Opposites
 - E. Human Relations
 - 1. Human Relations, Miscellaneous
 - 2. Honesty and Opposites
 - 3. Ethical Qualities (exc. Honesty)
 - 4. Authority
 - 5. Punishment and Reward (exc. Punishment of Crime)
 - 6. Crowds and Groups
 - 7. Fame and Leadership
 - 8. Friendship
 - 9. Cooperation
 - 10. Antagonism
 - F. Family
 - 1. Family, Miscellaneous
 - 2. Relatives
 - 3. Raising Children
 - 4. Age
 - G. Miscellaneous Human Affairs
 - 1. Miscellaneous Kinds of People
 - 2. Harm, Danger, etc.
 - 3. Humor
 - H. Language
 - 1. Language, Miscellaneous

- 2. Oral and Handwritten
 - 3. Human Sounds
 - 4. Speaker's Qualities
 - 5. Form and Substance
 - 6. Qualities of Language
 - 7. Argument
 - 8. Requests and Opposites
 - 9. Agreement and Opposites
 - 10. Miscellaneous Modes of Expression
- X. General Vocabulary**
- A. Miscellaneous General Terms
 - B. Miscellaneous Things and Places
 - C. Qualities of Articles
 - D. Physical Position
 - E. Contact
 - F. Kinds of Movement
 - G. Concerning Movement
 - H. Happenings
 - I. Begin, Continue, Change, Succeed
and Opposites
 - J. Form, Manner, Method
- K. Arrangement
 - L. Relationship
 - M. Amount and Degree
 - N. Good, etc. and Opposites
 - O. Harm, Benefit, Difficulty, etc.
 - P. Attraction and Opposites
 - Q. New or Strange, or Opposites
 - R. Right, True, Exact, and Opposites
 - S. Necessity, Importance, and Opposites
 - T. Sure, Possible, etc.
 - U. Clear, Hidden, etc.
- XI. Miscellaneous Parts of Speech, etc.**
- A. Prefixes
 - B. Suffixes
 - C. Numerals
 - D. Pronouns
 - E. Prepositions
 - F. Conjunctions
 - G. Interjections
 - H. Miscellaneous Adverbs
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Language Arts For Today's Children

Given Warm Reception

Several thousand copies of the Council's newest curriculum volume, *Language Arts For Today's Children*, are already in use, according to NCTE headquarters. Many hundreds of elementary teachers are using the book as a guide to their language arts teaching; in addition it has already been adopted as a text in more than seventy colleges and given a place in hundreds of professional libraries.

Reviews and comments from teachers and college professors have been almost uniformly enthusiastic. Excerpts from typical comments: "Meets a real need." "A very readable text." "A really major contribution." "Packed full of good ideas." "It looks like just what we have been waiting for." "The well organized treatment of the language arts makes this a useful book to both student and teacher." "Part II and chapters 8, 9, 10, were particularly enlightening."

A Remedial and Developmental Speech Program

Mend your speech a little,
Lest you may mar your fortunes.

Shakespeare, *King Lear*

Of the three communication tools, speaking, reading, and writing, speech stands apart as the principal instrument with which man controls his social environment. Socially, oral language is a very important source of intellectual stimulation and a very significant human response. The social success acquired through speech is not that which is sought by men and women of high society; it does not depend upon one's wealth or the number of his influential acquaintances. It is that social success which is shown by one's ability to handle himself well in ordinary speaking situations, and to mingle easily and freely with other people in any walk of life in which the social relation is a requirement.

Relationship of speech and reading

Authorities seem to agree that there is an intimate relation between speech and reading, anatomically, physiologically, and psychologically. However, they do not seem to be in agreement about the relation between speech deviation and reading disabilities. On the basis of the relatively few studies made concerning the relationship of speech defects and reading disability, Thomas H. Eames has drawn certain broad generalizations: (1) neurological lesions in the language centers or their interconnections may impair both speech and

reading; (2) failure or inadequacy of auditory association and discrimination may predispose to either speech or reading difficulty; (3) speech defects occur in a certain proportion of reading failures and *vice versa*; (4) emotional reactions to speech difficulties may impair reading; and (5) oral reading is more difficult for a person with a speech defect.

Relationship of speech and writing

As is pointed out in the *English Language Arts*, published by the National Council of Teachers of English, there is reason to consider written and spoken expression as closely related, and as affected by each other. Preliminary to making a statement, a speaker often finds it advantageous to write out his proposed remarks, or at least to make an outline. Conversely, attempting to discuss a question is frequently efficacious in clarifying thought before writing. Basic sentence structures are the same for speaking and writing, although there are several distinctions which might be made. To cite an example, usage is affected by the face-to-face situation, and hence often varies with respect to speech and writing. The sentence fragment is frequently accepted in oral speech, e.g., conversation; but, as the authors of the *English Language Arts* note, is less acceptable in writing. Both speech and writing are useful in "identifying con-

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fusion, and in clarifying thinking" that is in process.

Another observation may be made. In the process of living together, school children talk and write. The quality of their talking and writing depends on the quality of their living. If their living is natural, wholesome, and creative, their speaking and writing will be also.

Objectives of speech instruction

Speech education purposes to locate and diagnose speech defects and to make the speech deviate (and every other student) an effective speaker. According to a statement made in the Thirty-Fourth Yearbook of the National Society for the Study of Education, the aims and objectives of speech training are:

1. To establish correct attitudes on the part of the student toward the speaking situation.
2. To make the student conscious of his own speech patterns and the speech patterns of others, to the extent that he is aware of how he and his fellows speak.
3. To discover the student's speech handicaps and inadequacies, and by efficient reeducation to redirect the use of his speech mechanism.
4. To allow students with special abilities in speech to achieve creatively and artistically.
5. To contribute to the development and stabilization of the personality of the student through the application of the principles of mental hygiene as they relate to performances in verbal communication.
6. To develop the speech of a child in such a way as to contribute to the growth of the whole child in school and society.

Translated into terms of pupil pur-

poses, these objectives will mean the acquisition of good speech habits for use in the home, school, and community, for the purposes of conversing, interviewing, telephoning, giving or seeking information, making social introductions, reading aloud, story telling or acting, participating more fully in club activities, and developing personal and social competency. Thus modern speech education is defined in terms of functional importance of speech skills in a democracy.

When an individual, child or adult, speaks without drawing adverse attention to his manner of speaking, he is said to have "good" or "normal" speech. If, however, his speech (i.e., articulation, phonation, voice quality) is unusually conspicuous because of some deviation from an accepted norm, it is said to be defective or disordered. According to Travis, speech is considered to be defective not only when it is conspicuously different from an accepted norm, but also when it is unintelligible or inaudible, when it is unpleasant to hear or "see," when it is characterized by repetitions and blocks, when it is deficient in symbolic formulation (e.g., high frequency deafness) and expression, or when it causes the user to become anxious or maladjusted. Thus, while actual faults in the rate, the force, the quality or distinctness of speech may be due to the misuse of the physical mechanism, in almost every case these physical phenomena are outward symptoms of a type of personality, an attitude toward life, or an emotional imbalance.

Speech defects vary in degree or seriousness. Some are the result of physical or mental disorders so grave and far-reaching that the speech teacher does well not to

attempt to treat them. Others, organic or psychological in cause, require the services of the physician or the psychiatrist in addition to the speech specialist. Such defects are severe stuttering, cleft-palate, spastic speech, aphoria, persistent hoarseness, and mutism, as well as the speech accompanying hearing defects.

The more common speech handicaps are merely functional. They are the result of habits that may be changed by re-training. They can be recognized by the teacher, and most of them can be safely handled at the classroom level: lisping, indistinct speech, foreign accent, cluttering, vocal difficulties (nasal and denasal), the monotonous and high pitched voice, and particularly speech problems involving simple substitutions of sounds, additions, omissions, and distortions on the part of

children who have deep-seated personality or physical handicaps. With proper assistance by the professional speech therapist, classroom teachers with some training in speech correction can contribute a valuable service that cannot be rendered by the therapist alone.

In the following pages an attempt is made to present in outline form information concerning possible causes and teaching procedures for speech handicaps. It is conceivable that this information may be of service to the teacher in setting up a program of speech development suited to the needs of all members of a class: a program in which the superior child has the opportunity to perfect his speech abilities, and the immature or defective child receives some of the specific retraining he needs.

An Analysis of Speech Disabilities, Causes, and Teaching Procedures²

Disabilities	Possible Causes	Suggested Teaching Procedures
A. Physiological Articulation Neglect of final consonants, vowels, consonant blends	Carelessness. Illiterate home.	Set an example by enunciating distinctly. Give phonetic training exercises. Practice sentences for <i>ng</i> : <i>He sang, "Spring is coming."</i> Practice sentences for <i>nk</i> : <i>The ink was pink</i> . Have pupils compare their recorded speech patterns with those of precise speakers.
Omissions, substitutions, distortions, additions of sounds	Faulty tooth structure, palate. Nasal obstruction. Hearing loss. Malocclusion. Mental impairment. Faulty learning. Persistence of infantile speech habits. Emotional maladjustments. Anxiety. Frustration in speech situations. Discouragement. Poor sound discrimination. Short auditory span. Parental baby talk. Improper speech standards in home.	Show pupil the distinction between correct and incorrect sound. Teach correct production of the sound. Practice on production of the sound. Eliminate or minimize the effect of factors causing the defect. Use the correct sound in nonsense syllables, words, or running speech. Compliment child on successful pronunciation. Motivate younger children by attractive materials, games. Motivate older children by desire to improve speech and classroom standing.

Disabilities	Possible Causes	Suggested Teaching Procedures
A. Physiological (cont.)		
Lingual protrusion lisp	Loss of front teeth. Faulty occlusion between the upper and lower teeth. Hearing impairment. Excessive timidity. Over-docility. Prolonged infantilism.	Ask child to close teeth tight, keep tongue inside, blow his breath out between the center front teeth. Ask pupil to imitate the teacher's example, aided by the mirror. Combine ear training and explanation of the production of the correct sounds. Recite words, phrases, and sentences containing the <i>s</i> sound in all positions.
Lateral emission lisp	Malformation of teeth or jaws.	Help pupil acquire feeling of proper breath placement. Request subject to pretend to blow out a candle or to blow soap bubbles.
<i>Voice</i>		
Monotonous voice	Paralysis. Disease. Fatigue. Poor co-ordination. Vocal mechanism unfitted to respond to demands of the mind. Absence of thought and emotion. Unvaried intellectual life.	Listen to story-telling records in which voices are flexible. Dramatize stories in which a variety of emotions are depicted. Dramatize stories like "The Three Bears." Imitate different kinds of bells: alarm clock, telephone, doorbell. Have pupil record voice and listen to the results. Read aloud for meaning. Try to express ideas in various ways.
Breathiness	Improper co-ordination of breath supply with degree of closure and tension of vocal folds. Failure of the vocal processes to come together because of overstrain in childhood. Improper use of diaphragm.	Put subject at ease. Have pupil hold feather in front of mouth, and keep feather stirring as long as possible while sounding <i>s, sh, z, zh, v, f, w, wh</i> (voiced and unvoiced). Have pupil pretend to be St. Nick, as he chants "Ho, ho, ho."
Hypernasality	Cleft palate. Deviate septum. Lazy tongue, lips, soft palate. Lack of precise closure of the velopharyngeal port. Paralysis of the velum muscles. Abnormal growths in nasal passages caused by accident, tumor, overgrowth of normal tissue. Faulty oral habits. Poor breathing. Faulty articulation.	If the cause is organic, refer case to a physician. Help pupil eliminate bad habits of speech persisting after removal of nasal obstruction. Dramatize situations in which characters have cause to yawn, whistle, or pant. Have pupil say "Ah" loudly, then repeat it softly. Have subject imitate sounds of farm animals.
Insufficient volume	General health factors. Lack of confidence. Personality and adjustment difficulties.	Check on pupil's general health. Encourage development of self-confidence. Correct academic difficulties.

Disabilities	Possible Causes	Suggested Teaching Procedures
A. <i>Physiological</i> (cont.) Rhythm Cluttering	Prolonged illness. Anemia. Physical or emotional shocks. Insecurity. Use of nonpreferred hand for writing. Speech conflicts (fear of interruption, speech competition). Failure to co-ordinate thought and articulation.	Insist that pupil slow speech down. Encourage articulation of consonants and prolongation of vowels.
Stuttering	Striking deviations in size, length, shape of palate or tongue. Dental irregularities. Overshot or undershot jaw. Paralysis. Pathological tissue. Chorea. Myxedema. Lesions in the central nervous system. Family history of stuttering. Birth injuries. High fevers during development of speech. Retardation in motor co-ordination. Prolonged emotional strain. Confused laterality.	Avoid ridicule. Provide proper rest and hygiene. Create genial atmosphere in home and school. Help pupil to face problem frankly; build his confidence in ability to handle speaking situations. Train learner to eliminate unnecessary and undesirable speech mechanisms. Have subject write on various topics. Have him read aloud what he has written. Assign pupil a part in marionettes or puppet shows.
B. <i>Psychological</i> Emotional maladjustments	Self-consciousness. Feeling of inferiority. Aggressiveness.	Know pupil's home conditions. Establish a feeling of belonging to group. Give pupil sense of security. Discover pupil's particular interest. Lead learner to center attention upon other persons' thoughts. Have pupil relate short personal experiences. Provide sympathetic atmosphere where subject may have freedom of expression in rhythm, art, dramatization. Provide situations calling for co-operative effort. Have group discussions on routine matters such as dire drill, using drinking fountains, behavior in school library. Give individual work.
Delayed speech	Lesions in the dominant hemisphere. Deafness. Poor coordination due to disease or paralysis, prolonged illness. Low mentality. Lack of necessity or motivation for speech. Shift of handedness or confused hand preference. Shock during act of speaking. Emotional conflicts. Improper teaching methods used by parents. Necessity for learning two or more languages simultaneously. Failure of parents to utter individual words, small words, or name things to the baby.	Use easy, interesting, familiar, and frequently repeated vocabulary. Relate reading, speech, and writing to familiar concepts: home, pets, store, toys, etc. Have short periods of work. Provide for informal conversation.

Disabilities	Possible Causes	Suggested Teaching Procedures
B. <i>Psychological</i> (cont.) Baby talk	Defective hearing. Severe illness. Low mentality. Jealousy of another child. Feeling of rejection by parents. Immaturity, mental or emotional. Attempt to gain old status of security. Parental pampering. Parental encouragement of immature speech. Bad example of parents. Bilingualism. Difficulty in discriminating accurately between sounds heard in speech of others and sounds being enunciated.	Set correct pattern. Visit the home. Encourage parents to set correct pattern. Promote a wholesome classroom atmosphere. Use pictures related to familiar home and community activities. Help pupil to hear and enunciate discriminatingly.
Neurotic hoarseness	Feeling of inferiority. Tension. Insecurity. Emotional imbalance. Persecution psychosis.	Help pupil find poise, security, and emotional reserve.
Stammering	Laryngeal cramp. Inferiority complex. Transitory amnesia. Weakness in visual imagery. Lack of cerebral dominance. Insecurity.	Regulate rest, diet, and exercise. Maintain sound emotional and mental attitudes at home and in school. Provide opportunities for group activity. Have corrective program aim at readjustment of person to speech situations in life. Help pupil gain self-confidence. Have language and guessing games, and games in which physical action accompanies word.
C. <i>Pedagogical</i> Inability to answer questions	Inattention. Day-dreaming. Lack of concentration. Interest outside the topic.	Help pupil attend to problem at hand. Plan a lesson on questions: "What is your name? Where do you live? Name the members of your family?" Show approval of definite, clear answers.
Slovenly speech	Malnutrition. Inactivity of the jaw. Logy tongue. Mental states of dejection, weariness, submission. Lack of mental guidance. Carelessness in following articulation models. Imitation of older members of the family. Parental encouragement.	Instil self-respect and desire for respect of others. Instil ideas of moral, civil and social equality. Say words and phrases carefully after a good model. Take part in dramatizations.
Foreignisms	Foreign language in home. Tendency to use a patois. Limited vocabulary. Poor reading comprehension.	Provide informal, everyday contacts with English-speaking children. Give systematic training in English phonetics. Furnish the pupil exercises in ear training. Encourage the pupil's conscious imitation of teacher. Foster simple choral reading.

Disabilities	Possible Causes	Suggested Teaching Procedures
Usage errors	Low level of language development. Indifference. Lack of pride in language usage. Imitation of speech patterns of family and friends. Unwillingness to change to normative language usage.	Emphasize content. Praise the better speech of some children. Note errors made. End the period by repetition of correct form. Use phonograph recordings of readings, stories, and dramas.
C. Pedagogical Poor sentence structure	Lack of familiarity with grammatical construction. Poor language habits. Imitation of family and friends. Impoverished home life.	Use words in sentences from first grade on. Give exercises to distinguish between a complete sentence and a sentence fragment. Have pupil learn to speak and write in sentences. Develop sentence consciousness by building of an incidental reading lesson based on vital group experience, such as an excursion, a rainy day. Secure variety and style in sentences by transposing the order of sentence parts. Have pupil put phrases and dependent clauses at the beginning of sentences.
Disorganized thought	Lack of purpose. Inability to see logical relationships: cause and effect, sequence, subordination. Deficiency in ability to do abstract thinking.	Insist that pupil make himself understood. Make certain he understands what others say. Suggest topics for discussion which have a definite sequence of ideas such as: WHAT I DID. Have story telling based on pictures. Have pupil think through what he has to say, while keeping standards in mind. Teach older students the meaning of purpose, plan, main idea, proper partitions and transitions, subordination of details, adaptation of thought and material to the purpose, audience, and occasion.

*The author wishes to express her appreciation to Dr. Gertrude Boyd, Dr. Russell Hammond, and Professor Kenneth Jay, who read the manuscript and offered several suggestions.

Spelling - A Five Year Study

During the past five years the author and the faculty of Chestnut Hill Academy have been seeking better techniques for the teaching of spelling. At the outset of the five year study a survey was made of the experimental evidence in the field, and the data were evaluated and discussed by the faculty. Much emphasis was placed on the discussion of the various philosophies of teaching spelling prior to the discussion of specific teaching techniques. In addition to these discussions the following investigations were made in an effort to gather further evidence toward the solution of some of the problems confronted by teachers in the field of spelling.

Formal-informal

A two year study was made comparing the relative effectiveness of a formal and an informal method of teaching spelling with matched groups.¹ The two methods differed as follows:

Formal

1. Workbooks used
2. Published spelling lists used
3. Daily spelling periods
4. Much time spent on spelling as an activity (20 to 30 minutes per day)
5. Daily spelling lesson plans
6. Weekly spelling tests
7. Emphasis on the number of words studied and learned
8. Some creative writing

Informal

1. No workbooks used
2. Words for spelling came from children's experiences
3. Individual spelling study time

¹Carl H. Delacato, "A Comparison of Two Methods of Teaching Spelling," *Elementary English*, XXIX, January, 1952, pp. 26-30.

²Ibid., Page 27

³Ibid., Page 28

4. About one-half the former time spent on spelling
5. No daily spelling lesson plans used
6. Tests only at the end of the social studies unit
7. Emphasis on attitude toward language
8. Much emphasis on creative writing

The results of this experiment were as follows:

There was no significant difference between the median spelling scores of the control and experimental groups.

There was no significant difference between the mean spelling scores of the control and experimental groups.

There was no significant difference between the spelling scores of the control and experimental groups falling at Q^a.

There was no significant difference between the spelling scores of the control and experimental groups falling at Q^b.

The better readers gained four times as much through the experimental method. The average spelling gain of the upper quarter of the fifth grade (ranked by their average scores on Paragraph Comprehension and Vocabulary on the Stanford Achievement test), through the experimental method, was almost three times the average spelling gain made by the lowest quarter of the class (ranked in the same manner).

The attitude of the pupils toward spelling, as defined by the teachers, was much better under the experimental method than under the formal method.

The attitude of the pupils toward the entire language area was much better under the experimental than under the formal method.³

The author of this study concluded that, "The formal method and the experimental

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method of teaching spelling were productive of the same average scores except that the better readers showed more growth in spelling than did the poorer readers. The experimental method, however, was productive of added outcomes through the development of positive attitudes toward the language area and through the creation of a felt need for learning to spell.⁴

During the evaluation and the discussion of the study above it was decided that it might be valuable to gather further information in the direction of greater formality of spelling method. The following study was made:

Formal-intensive

This study was made by one teacher with one section of fifth grade boys.⁵ Upon entering the fifth grade the boys were tested for spelling proficiency. They were then taught for seven months through the formal method outlined above and then retested. For the following two months they were given the intensive program and then retested. Three forms of the spelling section of the Stanford Achievement test were used for evaluation. The amount of time spent on spelling per day was the same under both methods, but the aggregate amount of time spent under the typical method was 45 hours as compared to 15 hours or 1/3 that time spent on the intensive program.

Under the formal approach each student kept a list of words which were difficult for him. He studied the words on this list and was tested on them periodically. This list was eliminated under the intensive approach. Under the intensive approach boys who made perfect scores on three consecutive weekly tests were excused from the following week's assignment of writing that week's words in sentences for practice in their use. This excusal from a part of the drill aspect of the program was used as a motivating factor. The intensive method put great stress on oral spelling in the form of spelling bees and it also put much emphasis on the development of pride in knowing how to spell. The great stress of the intensive program

was put on verbal and auditory drill with perfect spelling as a primary objective.

The results were as follows:

The median growth during the typical instruction was one year, while the intensive program produced progress of one year and four months.

The growth at the first quartile was five months under the typical method and six months during the intensive instruction.

The progress of the third quartile was one year and three months during the typical period of instruction and one year and one month as a result of the intensive approach.

Eight months was the average growth made in seven months under the typical method, and the intensive method produced the same amount of growth in two months.⁶

While these studies were being made the entire faculty was kept constantly informed. The data of both studies, which were in part conflicting in nature, were presented to the faculty. They were given no guidance as to which techniques should be adopted. The faculty used whatever aspects of the informal, formal, or intensive methods which they chose during the 1953-54 school year. At the end of that year, which was the fifth year of the study, it was decided to appraise the entire five year study of spelling.

Evaluation

In light of these two studies it became apparent that deviations from a typical approach to spelling, either toward informality or toward intensity, were productive of increased spelling growth. The teachers were not swayed in any single direction by these studies or by their discussions of spelling methods. They took from them those techniques which they felt might

⁴Ibid., Page 29

⁵Robert T. Calhoun, A Comparison of a Typical and Intensive Method of Teaching Spelling, *The Elementary School Journal* LV, (November, 1954), pp. 154-157.

⁶Ibid., p. 157.

be helpful in improving their own method of teaching spelling. No teacher subscribed to the informal, typical, or intensive method in its entirety. During the discussions it was decided that each method contained strengths and weaknesses. It was felt that the informal method was productive of the most growth with those students who were already the most proficient in both spelling and reading and tended to slight the less proficient students when the growth of each individual was analyzed. It was felt that the typical method was unstimulating and unproductive when evaluated in terms of the spelling proficiency of the students. It was felt that the intensive approach, although productive of dramatic gains, tended to be artificial. This judgment was made in light of the fact that the same group which made large gains under the intensive method made only four months' growth during the following year under a modified program.

Having ascertained the weaknesses of the three methods the teachers individually adopted what has been termed a modified method of teaching spelling utilizing various portions of all three approaches.

The overall effect of the five year study was evaluated. Because there was no significant variation in the mental age make-up of the groups of students, the median spelling scores for the past five years were used as an indication of the success or the lack of success of the five year study of spelling techniques. The median scores are as follows:

**Median Spelling Scores Made by Class Groups
During the Five Year Study***

	March 1950	March 1951	March 1952	March 1953	March 1954
Grade 3	3.5	3.6	3.8	3.8	3.8
Grade 4	4.5	4.7	4.9	5.1	5.6
Grade 5	5.9	5.7	5.8	5.4	6.6
Grade 6	7.0	7.0	7.2	8.1	7.4
Grade 7	8.0	8.2	7.4	8.0	8.4

*These scores are grade level scores as measured by different forms of the Stanford Achievement test.

As can be seen from the table above, the trend of the spelling scores is gradually upward. It is felt by the author that this gradual upward trend is not the result of any specific changes in overall teaching method but of a greater understanding on the part of the teachers of the problems involved in the teaching of spelling coupled with the tendency to vary the approach to the teaching of spelling from "typical" to "modified." Although this study was not productive of a spelling method which was acceptable to all the teachers, it was productive of a greater interest in the teaching of spelling on the part of all of the teachers and of a greater variety of techniques in their teaching.

Conclusions

1. The informal, typical, and intensive approaches to the teaching of spelling all have strengths and weaknesses, none of them being ideal as a total approach.
2. The variation of method from the typical seemed to produce increased spelling growth. The direction of the variation toward intensity or informality had little apparent effect on the overall amount of growth.
3. Teachers tended to accept what they felt they could use from conflicting data and tended to use a modified plan rather than an extreme plan.
4. A long range study of spelling techniques tended to create a greater interest in spelling on the part of teachers and tended to increase gradually the spelling proficiency of their students over a five year period.

5. Because all of the discussion was incorporated into regularly scheduled faculty meetings, the faculty and administration felt that the very small amount of extra effort involved with the resultant improved spelling and teacher growth made the study very worth while as an in-service training technique.

Growing Up In Reading

Recognition of the problem

American educators are becoming increasingly concerned about children who fail in reading. An awareness of the dilemma should stimulate not only educators but also other branches of science, particularly psychology and medicine, to help determine and understand more fully the reasons for the great number of children with reading difficulties. In addition, the parents must realize the roles they play in this situation. It is through such cooperation that new ways of dealing with the problem will be engendered; and only by the scientific approach can this national problem be effectively controlled. Fortunately reading difficulties (dyslexia) have already become more challenging to several groups interested in the education and welfare of children.

There are many reasons why reading failures have come acutely to the attention of other groups rather than educators alone. Recently, the socio-economic waste of time and money in salvaging the failures has become more critical than the general public realizes. School administrators, teachers, and parents realize the futility in coping independently with this difficult condition. This is especially evident at present because of the great increase in the number of children, the inadequate number of teachers, the crowded school rooms, and particularly the many complexities of every day living and adjustment within the home and in society as a whole.

Relation to Intelligence

Because children fail to achieve normally in reading does not necessarily mean that they lack intelligence nor that they have brain injuries. There are many children, even though they have normal or superior intelligence, who are unable to read effectively. The term used for this unusual syndrome or condition is dyslexia. The

abnormal causal factors for such a syndrome are functional, preventable, and correctable, in contradistinction to alexia, which presupposes feeble-mindedness or brain damage.

Intelligence is not an innately acquired static quotient. It is a dynamic progression influenced by past experiences, motivations, and the psychobiologic needs and stimulations of the individual at any particular time. It is difficult to explain why certain individuals become incapable of meaningfully interpreting letters, words, and sentences. Yet in a test they are able to perform with sufficient discrimination to make it possible to determine their intelligence with a fair degree of accuracy. But caution should be a paramount consideration in the administration and interpretation of a psychological test. Only those trained in testing techniques should be relied upon. The mere administration of a test is not of great value unless the examiner observes the subject's attitudes, methods of approach to new tasks, reaction time, and many other factors of the child's responses. Accepting or implying that because children's I.Q.'s have been reported as such without knowing the qualifications of the examiner is fraught with danger. Experience has shown that if the abilities of a child are rated either too high or too low, teachers, tutors, and parents adopt compensatory methods with disastrous effects. Before helpful conclusions and recommendations are made concerning the child's intelligence, it is necessary to understand his abilities from a broad point of view.

Determining intelligence not enough

The problem of dyslexia is so complex it requires the most painstaking and thorough in-

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vestigation to make a diagnosis. A sound diagnosis permits better corrective measures to be instituted. Basically the causal factors may be classified as: physical, emotional, and educational. Since the individual's learning processes are a composite of these functions, they can not be actually separated but must be considered in their relationship. A few of the aspects which must be understood are: home, parents' attitude, early emotional maturation, opportunity of self direction, work habits, and efforts at remedial reading.

The importance of the family climate

The home should be a place of security, serenity, encouragement, and affection. Ideally, from the children's vantage point, the parents must personify all things that are good and wholesome. Unfortunately, the consummation of this ideal does not occur in every family. Let us look at Jerome's family to see what happened there. Jerome, like all boys, liked to identify with his father, as he held his father in high esteem for his abilities and achievements. Jerome's father was a hero to him as may be seen from the following: "My father didn't finish fourth grade, for he could outrun and outswim everybody, especially the truant officer. My father would slip out the back door when the officer came in the front of the house. Then when the officer tried to catch him he would run and climb a tree over the river. When the officer was about to nab him, my father would dive into the river and swim across to the other side. So that way he didn't have to go to school. Now my father comes home drunk and empties all of the money out of his pockets onto the floor and we kids scramble to see who gets the most of it. My daddy is wonderful and I am proud of him." No further evidence is needed to indicate that Jerome was in an unfavorable environment to have much incentive to learn in school. The ideology of the home should be fully understood. Should there be disagreements, and different standards of conduct expected by the

parents, the children soon recognize these faults and begin to ply one against the other. For instance, Joe's mother was a perfectionist with too high standards. She was domineering, rigid, critical, demanding, and applied pressure for meritorious work with the expectation of 100 per cent compliance. As a result of her demands, deep and persistent feelings of guilt were developed by Joe, as it was impossible for him to attain these standards. Because of her anxiety, frustration, and resentment, she over-indulged in manual labor to keep the home spic and span, or engaged in some other activity as an escape mechanism. Conversely, Joe's father developed a lackadaisical and an indifferent attitude, becoming oversolicitous, protective, concerned, and indulgent. These diversified opinions led to squabbles with Joe. The parents were advised to take a positive stand without undue vacillation or overindulgence in the child's guidance. The parents were asked also to recognize his success and not only his failures. They were advised that praise when deserved might be more helpful than negative criticism.

If there are other occupants in the home besides the immediate family group, their interference in the lives of the children should be reduced to a minimum. A policy of hands off by everyone except parents is advisable. Another patient, Susan, had developed such a resentment toward an aunt, who lived in the same home, that she expressed a desire to kill her because as Susan emphasized: "She was always bossing me around." Siblings likewise should not assume unwarranted authority. Teasing by any one should be curbed. Conversations, threats, and practices which arouse a fear of the unknown should be avoided.

If possible, the children should have a room where their sleep is not disturbed and where they can study without undue interference. At least a space in the home should be given to them where they can feel it is their domain and principality with all the rights pertaining thereto. This of necessity should carry a certain

responsibility of keeping it tidy.

In order that the parents may understand the import of the factors involved, they should be informed frankly, astutely, though kindly, regarding the mental and physical condition of the child, so that they can develop a more realistic and sane attitude toward their offspring. The children should be accepted as they are. Accepting the child in terms of more permissive standards will many times circumvent frustrations. Parents should realize that patience is a virtue.

Often either or both parents identify themselves with the children so closely that their attitudes become one of complete and unbending domination. They try to relieve their unhappy and disturbed childhood through the lives of their children. They try to recover the happiness which they feel was denied them in their youth by demanding that their children excel in play, or music, even though the children have no interest in them. Billy, for instance, was chagrined when his mother insisted that he name his puppy Judy, even though it was a male, because she had had a pet with that name when she was a little girl. In such cases the parents feel sincerely that they are correct and will continue to feel that way unless counseling gives them a better understanding of what they are doing to the children's happiness and adjustment. Parents should be discouraged from taking a dogmatic attitude to influence the career of the children. They would be more effective in an advisory capacity and should therefore be willing to discuss the children's questions sympathetically at all times.

Emotional development

In the normal development of children, there gradually evolves the urge for freedom and self expression, and release from the fetters of the apron strings. This desire becomes more evident at about eight years of age. Many times parents will consciously or unconsciously resist the normal expression of preadolescence fearing that the children are losing their love for them.

When this aggressive drive is thwarted, the children may refuse to grow up and begin to shun responsibilities, with noticeable loss of incentive. The most difficult types of dyslexia cases to treat are those in which the children desire to be younger than they are; for analysis tells them that as long as they remain infantile they will not be expected to learn to read.

Percival, a 10 year old patient, is a typical example of this, for he wished he was four years younger. As the parents expressed it the child "is mother's baby." Percival occasionally slept with the mother and had an extreme attachment to her, with subsequent emotional immaturity and low self-mastery. He considered himself an exceptional case and compensated for the maladjustment by showing off to get attention. He became an incredible story teller and developed a fantasy life. As this progressed, exhibitionistic work and unsatisfactory reading habits became evident, reading very rapidly with much gusto and expression. He would omit a word or insert a word, or miss an entire line. It didn't matter with him. This naturally led to superficial, careless, and inaccurate reading and study habits. The child was counseled concerning the disadvantages of such attention-getting devices.

On the other hand, when Martha was baffled she withdrew and became increasingly sensitive and lacked feelings of belonging. She became nervous and doubted her personal worth. She chose to play with much younger children. It would have been better to encourage these disturbed children to be more aggressive and to participate in play and creative activities. Even though they desired not to grow up and accept responsibilities, they were encouraged to eliminate childish habits and to develop interests and friends on their age level. Voice and expression were used to overcome an infantile approach to speech and "baby talk." The parents were cautioned against overstimulating their imagination by stories, radio, television, or threats.

Some children are often lonesome because their brothers and sisters at times reject them

because of failures. Also the attitudes of the grandparents and aunts and uncles, showing preference for the younger siblings, tend to make a sensitive child withdraw and become unhappy. Under these circumstances it is imperative that the parents assure the children of their affection. This can be done by favorable comments, encouragement, and as far as possible avoiding harsh treatment and punishment. Hostile relationship to parents, grandparents, aunts, uncles, as well as to children, should be minimized. Parents should encourage children to get acceptable outside friends.

More boys than girls have dyslexia

It is singular that the ratio of failures in reading is approximately four times as many boys as girls. What are some of the factors which cause such an uneven distribution of cases? Let's consider one. First, let it be understood that there are many complexly interrelated determinants which make it hazardous to assign a single causative factor to reading disability. Apparently boys are more aggressive and rebellious than girls. Whether you believe that aggression is an inevitable manifestation of a universal "instinct," or whether aggression is one of many defense mechanisms against frustration and insecurity, it still remains that there is such a phenomenon present regardless of the absence of a universally accepted explanation. The instinct of aggression appears to be much stronger in the males than in the females of the species.

When children enter school, reading and learning can become a sublimation of the aggressive drive; and should this sublimation be thwarted, it is possible that dyslexia becomes a corollary.

How can such a conflict be prevented? Children should have the right and privilege of self-decision and self-direction as soon as possible and when at all feasible; and simultaneously there should be control over them to prevent uninhibited responses which are not socially acceptable either in or out of the home.

Give encouragement and opportunity

Children should be encouraged and an opportunity made available to develop friendliness toward and confidence in other people, especially other children of their own age. They should face reality rather than live in a world of their own making. They should work for inner motivation and proceed under their own power as much as possible rather than have some one else constantly telling them what to do. They should correct their ideology concerning themselves by improving their self-evaluation through shifting their attention and emotions to other people and things, and by doing many simple tasks and chores at home and taking pride in them. They should take interest in the welfare of others and gain the satisfaction of doing favors for others. By understanding the children's interests, attitudes, and aptitudes, the parents can aid in the selection of constructive hobbies of the children's choice. The parents should not usurp the rights of the children by their own plans although parents should be available for suggestions and encouragement. Thus by these means also, they will develop greater independence and self confidence.

If children are physically healthy then let them realize that most likely their difficulty is mainly due to withdrawing, and a lack of confidence and wholesome interests. Allow them to evaluate their present situation and make such changes in their career as they find acceptable. Encourage them to do more things that they would like to do and give them wide latitude in planning their own activities. In order that they may practice democratic living and acceptance of responsibilities, they should be encouraged and given opportunities for social contacts with less emphasis on social niceties. Regular meals to which they occasionally invite their contemporaries are most helpful.

These children many times doubt their intelligence and have a low opinion of themselves. Their estimate of themselves is usually one of inferiority, with reactions of anxiety. They

doubt their personal worth, and have a feeling of not belonging in school, home, and community, occasionally to such a degree that they become antisocial and especially antagonistic toward other children. They have a feeling of insecurity and of being suppressed. This leads the children to be impulsive non-conformists. On the other hand they may become retiring and "teacher's pets." At times they may have a truly delightful sense of humor and again the happy behavior may be nothing more than a superficial attempt to win approval and avoid reality.

The frequent "I don't know" attitudes bypass their real ability, for most of these children can do better than they anticipate. They need further assurance to stimulate their ego and activities to promote confidence and maturity. They should be encouraged to depend on themselves for most of their personal and assigned activities.

Their standard of conduct should be understood. They should have the influence of Sunday Schools so they can get an appreciation of human virtues and values. This contact also gives them opportunities for developing social standards and skills outside of the atmosphere of a schoolroom with its regimentation. It gives them an opportunity, furthermore, to learn that reading can be fun, based on the inner motivation of learning more of the world in which they are a participating unit.

Work habits

The superficial and careless work habits should be given attention. Many of them work rapidly, but they give up easily. They must learn to be more realistic and develop some stick-toitiveness in their study. The span of attention should be gauged so that drudgery can be avoided in the study program. When necessary, chores about the house should be divided with other siblings so that the patient will have adequate opportunity to study in a quiet place without disturbances. Also the program should

allow proper hours for recreation and sleep so that work habits become most effective.

In order to impress people, dyslexics frequently work rapidly, with the consequence of poor comprehension and many inaccuracies. As mentioned previously, they become exhibitionistic readers with many peculiar faults: insertion of words, omitting phrases, mispronouncing, and substitution of entirely irrelevant words. Their attitude must be corrected to establish a realistic approach and motivation with emphasis on self confidence. Encourage them in the act of concentration on single things.

Remedial program

Before any training in reading is started, a thorough investigation must be made to determine the symptoms and causes of the trouble. It is best that the children have a great deal of easy reading material on the level of their own achievement. They should have library cards so that they can select books of their choice and read them for enjoyment. When possible, call attention to strong points, no matter in what areas they are found, intelligence, vocabulary, or freedom from antisocial tendencies, et cetera. Then work for achievement in a special area of reading so the children can see their own gains. Training in fundamentals of reading is essential: read for context, pay attention to accuracy and endings, doing this with fluent and expressive oral reading. Gradually increase the reading rate but not to the extent of losing accuracy of interpretation. The level of material depends upon the child's interest, self reliance, and emotional growth. It is better to select material to be used in the remedial program which is neither used in the school otherwise nor indicates the grade level in which it might be used. By no means use material which is being used by younger children, especially siblings, in the school. The parents should not make a practice of reading too much to children, after they start to school. This applies especially to lesson assignments.

When tutoring is necessary, there can be reasonableness in the program. For instance, Freddie was very unhappy because the principal of his school had asked his parents to tutor him. For week after week, and month after month, Freddie was tutored from the time he arrived home from school until dinner. Then for good measure, as soon as dinner was over, he was given another dose until bedtime. It is needless to say that Freddie did not develop a kindly attitude toward such a program. In fact, he had no time to play, so consequently had very few friends. The goal of any tutoring procedure should be to get the patient to take over and read under his own power.

Today teachers have become more and more skillful in the treatment of exceptional children. In order that conflicts may not arise, the children and parents should maintain a friendly attitude toward teachers as well as show confidence in them. It is unfair, with very few exceptions, to place the blame on teachers who face so many difficult tasks.

Through reading, children develop initiative, self-reliance and cheerfulness, and increase their enjoyment. Reading is a major stimulus to their imagination. Thus, children become not like automatons, chained to a dreary routine life, but instead like students having learned to appreciate well-written stories that contrast views, or give finer shades of meaning. Through this

sublimation children become informed concerning opinions and thoughts as expressed by the great minds of history. They furthermore become associated with worth-while activities and become able to grow up independently and develop their own ideology.

Fortunately, most dyslexia cases recover following treatment. In more than 450 cases which have been treated at the Dyslexia Memorial Institute, at Northwestern University and Wesley Memorial Hospital, there has been approximately 85% recovery. From a clinical point of view, one is impressed with the importance of close cooperation of physicians, psychologist, parents, and educators in the treatment of these exceptional children. Professionalized cooperation is vital and necessary, and experience teaches us that under favorable conditions many children, as mentioned, can be salvaged from this non-reading blight.

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Dyslexaphoria: Symptoms and Remedial Suggestions

Dyslexia is a term used to designate extreme reading retardation due to associative learning difficulties. Fortunately the true dyslexiac, or so called "non-reader," is rarely found. The incidence of this type of severe reading disability is estimated at only a fraction of one percent of the total school population, and such cases seldom reach the upper-grade levels. However dyslexaphoria, the tendency toward linguistic associative difficulties, is a problem frequently encountered by teachers at all grade levels including high-school and college.

The matrix of dyslexaphoria, differing in degree and complexity from very slight to severe reading disability according to the individual case, is recognizable by symptoms which are familiar to teachers with wide classroom experience or clinical practice. In fact, most everyone probably experiences some form of dyslexaphoria. For example, you exhibit linguistic associative difficulties: whenever you know the meaning of a passage or idea but can't find the words to explain it; when you find the study of foreign languages difficult, or discover you can learn to read a foreign language more easily than speak it, or visa versa; when you enjoy greater success in studying mathematics, science, and the practical arts than in the predominately literary areas. If you are a poor speller, if it is difficult for you to express yourself orally or in writing, if you are a "slow" reader, or if you are not a reading enthusiast, YOUR dyslexaphoric symptoms are showing.

It is, of course, comforting to know that such symptoms are not necessarily a reflection of intelligence! Many leading scientists, artists, writers, and industrialists have reported such associational difficulties. The biography of

Leonardo da Vinci reads like a school failure of modern times. This genius at mathematics, inventions, and art was a mirror-writer, left-handed, had difficulties reading names, knew no Greek, and could not learn Latin—proof enough that the linguistics area is not always the best criterion for measuring "intelligence." Henry Ford was not a student in the linguistic and academic sense of the word. It is said that John Keats was no great shakes in his studies but a terror with his fists in spite of the fact he stood only five feet tall. Robert Lewis Stevenson was an exceedingly poor speller; William James could not recall a single letter of the alphabet in visual terms; Mark Twain was never able to visualize the faces of members of his family; Thomas Edison had much difficulty with spelling and learning to read; and Darwin was considered a "hopeless dullard" in school. Recognizing problems of dyslexaphoria in the classroom and adjusting instruction to provide for individual needs constitutes an important instructional problem.

Causes. Associative learning difficulties may be, but are not ordinarily, due to pathological or congenital conditions; cases caused by disease or injury generally need clinical treatment for rehabilitation. Although associative difficulties are characteristic of subnormal mentality, they are not always the result of low intelligence. Training and experiences probably contribute more than any other factor to the wide differences in degree and type of difficulties. Uniform methods of formal instruction in the lower grades which fail to provide for individual learning needs are often responsible for de-

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veloping dyslexaphoria, and failure to specifically teach the associations necessary for advanced reading tasks complicates the problem still further at the junior and senior high-school levels. Instruction, designed especially to overcome associative learning difficulties in the case of either severe or partial dyslexia, produces results that show the difficulty is highly amenable to remediation; therefore, it seems reasonable to infer that many associative learning difficulties might be prevented with instructional procedures which are designed toward that end.

Types of Associative Difficulties. There are two types of associative learning difficulties: those affecting the mechanism of reading, and those related to the interpretative aspects and practical implications of reading. The first are closely related to defective or undeveloped perceptual imagery, or mental impressions; the latter are largely due to lack of ability in relating the facts which are read to personal needs and experiences, and *visa versa*. Effective study depends upon the reader's interassociations of personal and printed ideas. What the reader is able to read into the material largely controls what he gets from his reading. If you were given an advanced textbook printed in Chinese on "Theories of Nuclear Fission," the chances are you would manifest symptoms of severe dyslexia. Even if you knew Chinese symbolism, the unfamiliar technical terms and concepts would likely cause associative learning difficulties. On the other hand, a Chinese student majoring in nuclear physics would have few, if any, associative learning difficulties in studying this particular assignment.

Symptoms of associative learning difficulties

Following are symptoms that may indicate some degree of dyslexaphoria. In some cases a single symptom may be sufficient to suggest the type or extent of difficulty. In other cases the pattern of symptoms becomes significant in locating the area of difficulty that needs particular instructional attention. Obviously, no one

case is likely to manifest all symptoms.

I. Symptoms Related to the Mechanics of Reading

1. Poor visual memory for words.
2. Learns more quickly when material is presented orally than when studied visually.
3. Learns more readily by doing, manipulating, constructing, etc., than by reading.
4. A low sight-recognition vocabulary, but a good oral vocabulary.
5. A low sight-recognition vocabulary, but a good listening or understanding vocabulary.
6. Relies upon verbalizing for precise comprehension of the printed page.
7. Complains of visual difficulties that are not apparent on vision tests:
 - a. Blurring of print after brief reading period. If this appears just after an accident or high fever, it may indicate a pathological condition.
 - b. Eyes often break down in control in poor eye movements, imbalances, etc.
 - c. Letters or words may appear distorted, tilted up, or over-lapping—the condition increasing with fatigue.
 - d. Can read large type easier than small.
8. Persistence of unhygienic visual habits long after eye difficulties have been corrected by glasses, orthoptics, surgery, etc., suggests special training is necessary in learning to see, or using effectively, the corrected vision.
9. Poor auditory memory for language sounds; inability to profit from sounding attack in learning printed words.
10. Narrow aural memory span for digits or for words.
11. Learns better through aural-oral methods than through visual methods of learning.
12. Learns better through combinations of

- aural-oral-visual-kinaesthetic methods than by either visual or auditory instruction alone.
13. Poor in subjects involving reading and spelling, but good in mathematics, science, practical arts, and other subjects not dependent upon reading skills.
 14. Is better reading and working with figures than with words.
 15. Learns geometric forms more successfully than word-like forms.
 16. Depends abnormally upon "guessing" from context clues, picture clues, etc., rather than interpreting the printed details of a reading selection.
 17. Difficulty in giving opposites to stimulus words (Verbal Opposites Tests) may indicate the inability of a student to control his language associations.
 18. Poor performance on reverse-digits span test also indicates difficulty in controlling language associations.
 19. In oral reading, frequently substitutes words or word sounds.
 20. Frequent reversal errors in reading.
 21. Can learn new vocabulary or learn to spell for immediate recall, but poor retention of word forms.
 22. Does better with the non-verbal (non-reading) items on an intelligence test than on those items involving reading skills.
 23. Diligent application with study tasks, but poor learning progress.
 24. Lacks initiative and independence in developing reading efficiency, and study methods and habits involving reading situations.
- II. Symptoms Related to the Practical Uses of Reading
1. May be good in computation, but poor in reasoning problems in mathematics, science, etc.
 2. Poor comprehension of material read when tested by inferential and factual questions.
3. Can reiterate in parrot fashion material read, but unable to discuss successfully inferential questions.
 4. Cannot do successfully analytical, critical, or creative reading.
 5. Assembles words slowly in oral expression or in writing; lack of immediate recall of words, fumbles for words when trying to express an idea.
 6. Inability to discriminate main and subordinate ideas in a passage read.
 7. Unable to hold central idea, or key thought, in mind as he reads through the details of a passage or works through the details of a problem.
 8. Gives partial truths, vague misconceptions, or complete distortion of facts and ideas when reviewing a passage read or taking a comprehension check-test.
 9. Is never explicit about facts, examples, or illustrations to substantiate an opinion or prove a point, either in original thought or when reviewing what an author has said.
 10. Studies constantly in a state of mental confusion; inability to organize materials so as to expedite learning, and makes no practical use of organization already done by author in the materials he reads.
 11. Passes in poorly organized homework papers and reports.
 12. Spelling and penmanship generally poor.
 13. Poor in skeletal reading and general organization.
 14. Inability to summarize a passage by using own words instead of repeating words of the book.
 15. Inability to translate a sentence or passage by substituting synonymous words or phrases for the words used by the author.

16. Emotional or personality maladjustments or immaturity—over-dependence on adult or teacher attention and help, daydreaming, social immaturity, compensatory behavior—may be symptoms of associative-learning difficulties.
17. Restlessness, tensions, nervousness, and fatigue created by reading and study situations; inability to stay with a reading task for a reasonable length of time.
18. Expresses a dislike for reading, and for all study tasks which involve reading.
19. Can plan, organize, and execute activities successfully on the playground or in the shop and laboratory, and shows intelligent management of other practical situations in and outside the school, BUT has difficulty with the school subjects that depend upon the development of the reading skills.

Remedial procedures

There are various remedial procedures which tend to reduce, and in many cases appear to successfully overcome, dyslexaphoria. When instruction is specifically directed toward eliminating any one of the above symptoms and toward remediation of groups of related symptoms that may appear in different patterns in different individuals, mature reading skills can be developed to replace the infantile habits that otherwise persist in causing reading retardation. The application of effective remedial measures depends upon the degree of severity of the individual case of retardation and upon the nature of the diagnosis of the individual problem. To discriminate the effective and ineffective procedures to use with a particular student requires considerable insight concerning the development of perceptual skills, mental imagery, and retention of mental impressions, as well as an understanding of constitutional tendencies and habits relating to the expression or projection skills in the language areas.

Perception and Imagery. Perception is a psy-

chological activity—the act of transplanting impressions, made upon our senses by stimuli, into awareness of objects, events, or ideas. Mental imagery is the impression left in the mind as a result of perceptual activity and associational processes. While mental imagery is affected by clearness and accuracy of perception, it may be strengthened, modified, or even destroyed by associations already established. For this reason, perceptual training alone is ineffective in teaching. For example, the dyslexiac, or severe associative-learning case, does not learn to read merely by tracing or by other kinaesthetic methods, but rather by using the new perceptual approach to stimulate associations that will establish the dormant visual and auditory imagery essential for reading development.

Unless a pupil has learned to "hear in his mind" elements of sound as they are attached to words, sounding or phonetic training will be ineffective, a waste of teaching effort, and a frustrating experience for the pupil. The point can be illustrated by the case of Peter D., a university student of good scholastic standing who attempted to improve his aural-oral skills through a speech course based largely on the study of phonetics. He learned to read and pronounce phonetic symbolism on sight, as the visual-learner learns to read a foreign language; however, neither his speech, his spelling, nor his silent reading word attack improved as a result of his phonetic training. The purpose of the instruction completely backfired because, since the visual aspects of the phonetic language were comparatively much easier for him to learn, he failed to build up the auditory imagery necessary for a functional knowledge of phonetics. Incidentally, the student got an "A" for the course because he was able to hide successfully from his instructor his particular method of learning. This student has no trouble learning to read a foreign language, but obviously is at a disadvantage when he attempts to develop speaking and listening skills in a foreign tongue.

Most pupils, even though they may have

good visual and auditory acuity, need special training in learning to see and to hear accurately. The high school boy who hears and says *witch* for *which*, *faucep* for *faucet*, *twics* for *twice*, *yaller* for *yellow*, *bunerds* for *bundreds*, *troid* for *third*, is subjected to a new language world instead of a familiar one when he attempts to read or spell. Persistence of poor habits in one avenue of learning has a tendency to dull the sensitiveness of the others. For example, the pupil who habitually says *kotcb* for *catch* loses, over a period of time, the ability to hear any distinction between the two pronunciations. The various language skills are so inter-related that development of good perceptual habits in one is good for all of them. Faulty perceptual habits cause transposition, substitution, omission, and addition of letters or words in spelling as well as in reading. Retention, phonetic generalizations, and language reasoning depend upon perceptual habits and acuity. Throughout all the grades, the reading program should provide opportunities for developing, and for retraining when necessary, the basic perceptual and associational elements of language growth. Since perception and imagery are psychological processes that are particularly susceptible to conditioning, the development of effective perceptual skills and imagery is essential for good reading. It should be given due attention as a preventive, as well as a remedial, expedient in developing reading abilities.

Retention. Remembering what one reads is largely a matter of associative learning. While memory may have certain inherent limitations, generally poor memory is the result of training and poor thinking habits. Retention is the result of a total learning situation which is effected by (1) motivation, (2) purpose, (3) clearness and vividness of perceptions, (4) type and number of associations the reader builds around those perceptions, (5) the ability to organize those associations into patterns which aid recall and meet particular study needs, and (6) the uses made of the concepts which are to be re-

membered. Lack of skill in the mechanics of reading affects retention; if the student has to concentrate on how to read, he cannot give his full attention to what he is reading, and consequently he has little to remember.

Obviously, comprehension and retention are closely related; however, students who have good comprehension during a reading situation may forget what they have read as time elapses. The immediate recall of facts, figures, words, or concepts is no assurance they are permanently learned. Time has a damaging effect on retention unless the student frequently reviews or makes other uses of the material he needs to remember. While it is possible to immediately recall facts and ideas that are poorly organized or concepts that are not clearly understood, delayed recall and permanent retention depends upon depth of understanding and ability to see relationships—factors that are, in the final analysis, the very essence of successful reading achievement.

There are different kinds of retention to meet different purposes. For example, it makes considerable difference in the type of study and reading methods to be used whether a student needs to remember what he reads in order to take part in a discussion, recite a poem or quotation, follow directions in working out a problem or project, prepare a passage for audience reading, answer detailed questions on a check test, make a book review, find the solution to a problem, or take notes for future reference. Many students, because they fail to distinguish between main and subordinate ideas, try to remember too much. These students need help in selecting significant or key ideas to meet their immediate reading purposes. When this objective is adequately taken care of, details take care of themselves.

Remedial Suggestions. Following are some additional remedial suggestions which a teacher can use both to reduce and prevent dyslexaphoria.

1. Determine the nature and extent of the

- reading or study difficulties of the individual student.
- a. If available, a detailed clinical diagnosis is preferable for cases of severe reading retardation (dyslexia).
 - b. Make use of the various published diagnostic reading tests, available for all grade levels.
 - c. Observe students for the symptoms of dyslexaphoria given earlier in this article. If diagnostic tests are used, study these symptoms in relation to the test results.
 - d. Interest and personality inventories may help to reveal symptoms of associative learning difficulties.
 - e. Family history and school progress records sometimes suggest the nature and extent of the difficulty.
 - f. If intelligence tests are given, make an item analysis to determine the type of problem that gives most difficulty. Compare the performance on items dependent on reading skill with those in the non-reading or non-verbal areas of thought.
 - g. Determine whether the difficulty is due to general low intelligence or to difficulties primarily in the linguistic areas.
 - h. Study the linguistic difficulties to determine whether they appear primarily in the expression (speaking and writing) skills, in the reception (reading and listening) skills, in the aural-oral (listening and speaking) skills, or in the visual (silent reading) skills.
2. Correct physical defects, especially those directly affecting the development of language skills—vision, hearing, and speech.
 3. If physical handicaps are not correctable, or if correction fails to eliminate the difficulty, revise instructional methods so as to teach *around* these handicaps.
 4. Remember that corrective measures, such as glasses, surgery, and orthoptics, often necessitate retraining in order to use the corrected vision, hearing, or speech effectively for reading and study purposes. In other words, glasses do not automatically remedy reading retardation.
5. Teach for perceptual vividness and acuity; for example, accurate visual and auditory discrimination of words forms.
 6. Build wide associations around the mental image of a word or printed idea which you want the student to remember.
 7. Require the student to recall through visualizing the word or idea he is trying to remember.
 8. Increase perceptual spans for thought units; phrase, sentence, and paragraph reading to locate key words and ideas, etc.
 9. Build the student's sight vocabulary so it is adequate to meet his reading and study needs.
 10. Give exercises to develop control of language associations; for example, (1) locating antonyms for stimulus words, (2) translating or paraphrasing a passage into one's own words as one sight reads rapidly over the page, (3) substituting synonyms for the author's words under timed situations, (4) language games such as Scrabble, anagrams, vocabulary bingo, cross-word puzzles, etc.
 11. Teach some specific methods of organizing ideas for developing both the expression and the reading skills. For example, teach the student to recognize and to use such common patterns of organization as (1) Question—Answer, (2) Topic Sentence—Explanation or Development—Summary or Conclusion, (3) Cumulative Detail—Climax—Explanation, sometimes referred to as the "hidden key" paragraph or passage, (4) Question—Question, or editorial type of organization, and (5) Key Thought—Repetition.
 12. Teach students how to construct a mental outline of a paragraph or passage as they read. It helps to have them underline the

- key ideas, and letter or number the subordinate explanatory or developmental details as they read.
13. Help students to develop the ability to visualize, feel, or otherwise personalize what they read or study. For example, teach students to diagram or draw a picture of what they have read. Many students profit from learning diagrammatic outlining in addition to the widely used topical outline.
14. Plan instruction to teach through or around the area of difficulty if:
- a. diagnosis shows the difficulty to be of generic origin.
 - b. habit patterns of learning are so well-formed that remediation is impractical.
15. If a student fails to respond to remediation in sounding attack within a reasonable instructional period, treat the difficulty as a constitutional idiosyncracy and teach the student how to study by circumventing his area of difficulty.
16. Plan comprehension checks that make wide use of semantic, rather than reiterative, interpretations of the materials students read and study. Use situations that call for associative thinking—reflective and inference reading, analytical and creative reading.
17. Plan assignments to avoid strengthening poor habits. Use reading situations and exercises that promote the formation of good habits.
18. Don't teach, or expect the student to learn, too rapidly. A few concepts well learned tend to establish associational processes basic for better reading. Avoid situations where the student reads or studies in a state of confusion or vague comprehension.
19. Be specific in developing the various reading mechanics as well as perceptual skills and associational aspects of linguistic thinking, and establish confidence in the student in use of the language skills.
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Suggested Materials for the Administration of a Public School Remedial Reading Program

Public school remedial reading teachers wish to organize their programs so the children will be given maximum benefits. To do this they wish to coordinate the activities of all of the school personnel with the reading program, and they also wish to gain adequate support from the parents.

This purpose requires that at least three types of communication must take place. First, usable evidence of program progress must be given to superintendents, principals, and department heads. Second, the teachers must receive periodic reports on the children's progress so that they can coordinate classroom reading programs with the special reading program. And, third, parents can be brought into close contact with the remedial reading program through the evaluation of responses.

To do all of these three things, an organized system of record keeping and administrative materials, streamlined to conserve time, is being suggested. The particular forms used by the writer may not meet the specific needs of all programs, but the basic idea has proved sound, and, with modifications, this material can be adapted to the needs of most public school remedial reading programs.

Material designed specifically for the administration of such a program are: *Permanent Record Folder Parent Contact Form, Referral Slip, Teacher Contact Form, Questionnaire, Progress Report to Teacher, Progress Report to Parents*, and a *Letter of Release*. Other forms used but not described in this article are: Summary, Statistical, and Annual Remedial Reading Survey Reports, and Bulletin to Teachers.¹

¹D. Lewis Edwards and Dr. E. W. Dolch, "Introducing a Remedial Reading Program" *Elementary English*, January, 1955.

Mr. Edwards is Consultant and Remedial Reading Teacher in the Schools of Rantoul, Illinois.

PERMANENT RECORD FOLDER

(Manila file folder, printed, double spaced, and full width of folder)

Purpose—Diagnostic report and cumulative record file

Content—Standard clinic-type information

Example:

(Front)

ADMINISTRATIVE FORMS REPORT	READING ABILITY EVALUATION
T-C	
P-C	
P-P	
T-P	
Gray Test Rating	Date

SUGGESTED MATERIAL FOR REMEDIAL READING

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PERMANENT RECORD FOLDER (Cont.)

Otis (A) Test Rating	Date	FINAL DISPOSITION OF CASE
----------------------	------	---------------------------

Other Test Ratings	
--------------------	--

HOME ROOM	
-----------	--

--	--

PARENT CONTACTS	
-----------------	--

Home Calls	
------------	--

Conferences	
-------------	--

Questionnaire	
---------------	--

(Top-half, inside)

Name _____ (TAB) _____

Sex _____ Race _____ Date of Birth _____ School _____

Parent _____ Home Address _____ Phone _____

DIAGNOSTIC SUMMARY REPORT

Etiological Factors	Pix
---------------------	-----

Prognosis

Physical Defects	Grade	Grade Ave.
------------------	-------	------------

Best Subject

Grades Repeated

Age of: Sitting	Walking	Reason
-----------------	---------	--------

Talking	Sentences
---------	-----------

Sleeping Habits	Family Status
-----------------	---------------

Eating Habits	
---------------	--

General Health	Marital Status of Parents
----------------	---------------------------

Diseases	
----------	--

Handedness	Siblings
------------	----------

Vision (Date of last check)	
-----------------------------	--

Health in Primary Grades	Reading Material in Home
--------------------------	--------------------------

ELEMENTARY ENGLISH

PERMANENT RECORD FOLDER (Cont.)

Absences (illness, transfer, etc.) _____ Approach to Reading in Home _____

(Bottom-half, inside)

Hearing (Frequencies 512-2048) _____ Family's Attitude Toward Defect _____
 _____ Pupil's Attitude Toward Defect _____

ANNUAL READING CLINIC REPORT

Family Reading Habits
Television in Home
Favorite Programs
Family's Diagnosis of Cause of Reading Problem
Pupil's Diagnosis of Cause of Reading Problem
Attention Span
Fears
Special Interests
Teachers' Impressions of Pupil
General Comments

REFERRAL SLIPS

(Split 8 x 10 sheet)

Purpose—Distribute to and used by the classroom teachers for referring pupils who transfer into the school system after the annual survey has been completed and for problems which develop during the school year.

Content—Standard referral information

Example:

Date _____
 Scl. _____

Name _____ Age _____ Grade _____
 Parent _____ Phone _____
 Address _____

New Student? _____ Date _____ Last School Attended _____

Describe difficulty (if not new student) _____

(Signed)

Teacher
Room _____

TEACHER CONTACT

(Mimeographed, 8 x 10)

Purpose—Diagnostic report and schedule for classroom teacher

Content—This form describes the reading needs of the child and is to be retained by the teacher for reference purposes.

Example:

T-C

Date _____

Dear _____,

_____ in accordance with the plan of the remedial reading program, has been given a reading test.

_____ primary need appears to be _____

It is my opinion that _____ should participate in the remedial reading program.

Please feel welcome to observe _____ in remedial reading class on _____ or _____ or _____ at _____ room _____

(Signed)

Remedial Reading Teacher

PARENT CONTACT

(Mimeographed, 8 x 10)

Purpose—Notice to parents

Content—This is a schedule of when the child will be in reading class and an invitation to observe the class in progress.

Example:

P-C

Date _____

Dear _____,

_____ has been given a series of reading tests. It is my opinion that _____ should be given the help of the remedial reading program.

Please fell welcome to observe your child in remedial reading class on _____, or _____ at _____, room _____

PROGRESS REPORT TO TEACHER

(Mimeographed, 8 x 10)

Purpose—This serves the purpose of coordinating the special and regular class reading programs.

Content—This form contains a description of the current phase of therapy, suggestions for help in the classroom, and a request for an evaluation of progress or lack of progress in the use of reading skills in the classroom.

Example:

P-P

Date _____

Dear _____,

_____, as you know, has been working on _____
primary reading need, _____

Specifically, we have worked on _____

Please

1. _____ display special interest in reading progress. Encourage reading on present skill level. Discuss remedial reading class activities with him.
2. _____ do not permit participation in class at grade level; substitute material on present skill level.
3. _____ indicate in the space below whether or not you feel that sufficient *independence* in the use of reading skills has been gained to warrant release from remedial reading class.
4. _____ report progress or lack of progress in the space provided below.

Return _____

Report _____

(Signed)

Remedial Reading Teacher

PROGRESS REPORT TO PARENTS

(Mimeographed, 8 x 10)

Purpose—This form is suggested as a means of coordinating home-aid and the remedial reading class activities.

Content—A description is made of the current phase of therapy, suggestions for help at home, and a request for written remarks on the child's progress or lack of progress.

Example:

P-P

Date _____

Dear _____,
_____, as you have been informed, has been working
on _____ primary reading need, _____

Since I should prefer getting better acquainted with your child first, I shall arrange a conference with you at later date.

(Signed)
Remedial Reading Teacher

QUESTIONNAIRE

(Mimeographed, 8 x 10, and double spaced)

Purpose—This form is sent as a request (with Parent Contact Form) for personal history information. It is used to gain a partial understanding of the child.

Content—Personal and developmental information

Example:

Date _____

Dear _____,

The information requested below is obtained from the parents of all children who attend my classes. It is my hope to gain a better understanding of your child so that he or she will gain maximum benefits out of the remedial reading class. I realize that it will be difficult for you to furnish some of the information, but do the best that you can.

If you should prefer not to answer some of the questions, that is your privilege.

Child's full name _____

Birth date _____ Parent's name _____

Home address _____ Phone _____

Age of sitting _____ Walking _____ Talking _____

Sleeping habits (nightmares, etc.) _____

Eating habits _____

General health now _____

Health while in primary grades (Frequently absent?) _____

Absences due to transfers, etc. _____

Childhood diseases _____

Date of last vision check _____ Hearing _____

Father's occupation _____

Do both parents work outside home? _____

Brothers and sisters (ages) _____

Child's special interests _____

Do you have television? _____

What do you believe caused your child's reading problem? _____

(Signed)
Parent

When and how to use the administrative forms

The Annual Remedial Reading Survey Report, Summary Report, and Statistical Report serve as usable evidence of program progress when presented to superintendents, principals, and department heads.¹ Teachers can coordinate classroom reading programs with the remedial reading program through the use of the Teacher Contact Form, Referral Slip, Progress Report to Teacher Form, and conferences with the remedial reading teacher. Parents can be brought into close contact with the remedial reading program through frequent use of the Progress Report to Parents Form, completing the Questionnaire, occasionally observing remedial reading classes in progress, and by having conferences with the remedial reading and regular classroom teacher.

The letters and reports which are sent to parents and teachers require preparation by the remedial reading teacher; however, the time involved will be considerably less than it would take to write notes. It is important that these letters and reports sent to the classroom or home be prepared prior to class time. Occasionally this is not possible. Situations will develop which require that a form be sent to the teacher or parent at the close of the class period. Should this occur a form can be prepared during class time by arranging self-direction activities for the children, or by setting aside a few minutes before the class is dismissed.

Meetings during the first week should be devoted to establishing class harmony. But, following the *first* meeting, the children should 1) deliver to the teacher the Teacher Contact Form 2) deliver to the parents the Parent Contact Form, Questionnaire, and the pamphlet *Helping Your Child With Reading*. The Progress Report to Teacher Form and Progress Report to Parent Form should be sent to the parents or classroom teacher at grade-card time and as often as the need is apparent.

Permanent record folder

The Permanent Record Folder cannot be used until the Questionnaire has been returned. When the Questionnaire has been returned, enter this information in the Permanent Record Folder as soon as possible. CAUTION: There is often times a tendency to post-pone this task; but transferring this information to the folder immediately will avoid confusion when the parents appear for their first conference.

Note: The upper-left corner of the Permanent Record Folder is designated *Administrative Forms Report*. This can be used in two ways. One, a check-mark can be used to indicate the number of times the reports have been used. Second, and a better plan, is to indicate the date various forms were sent, using a date rather than a check mark. The area in the opposite corner, *Reading Ability Evaluation*, should be used to summarize the reading ability of the child when he first starts remedial reading class work.

The information which is necessary to complete the Permanent Record Folder, and which is not included in the Questionnaire, can be obtained at the initial parent conference. All progress reports received from parents and teachers should be filed in the Permanent Record Folder. The writer has found that these progress reports can be stapled together and submitted to building principals and supervisors prior to being filed. If the remedial reading program is effective, these reports will be complementary to the efforts of the remedial reading teacher, and will indicate to the principal the approximate number of cases which may be released, thereby allowing room for additional cases.

This can have two good effects. First, the administrator who might have a tendency to ask the remedial reading teacher to take a larger case load will be able to see that the number of new cases is limited by the number qualifying for release. Two, these reports will directly answer the administrator's questions concerning specific children who have been con-

¹Ibid, p. 2.

Specifically, we have been working on _____

Please _____

1. _____ display a special interest in reading progress. Encourage reading on his *easy-reading* level. Do not expect performance on his grade level at this time.
2. _____ help your child by being a good *listener* when he reads to you. Avoid making him spell out words to you.
3. _____ indicate in the space below whether or not there has been an increased *interest* in pleasure reading at home.
4. _____ indicate in the space provided below whether or not you feel that your child has mastered reading sufficiently to warrant being released from remedial reading class.
5. _____ indicate in the space below whether or not you have noticed progress in mastering reading skills.

Return _____

Report _____

(Signed)
Remedial Reading Teacher

LETTER OF RELEASE

(Mimeographed, 8 x 10)

Purpose—Notice to parents and teachers of the child's release from remedial reading class.

Content—This form is an indication that the child has demonstrated that he is eligible for release, conditions for his continued progress, and a list of suitable reading material is being made available.

Example:

Date _____

Dear _____,

_____ has satisfied the requirements of the remedial reading program. He is interested in reading, has the skill to read independently, and is rapidly approaching his grade level in reading.

_____ proficiency in reading will increase in direct proportion to the *amount* of reading he does from now on. Easy reading material is being made available at school to meet this need. Since proficiency in reading depends on good reading habits, it is desirable that suitable reading material be made available in the home. Accompanying this letter you will find a list of suggested books. If you should decide to buy some of these books, buy for the child's *easy-reading* level. The books can be purchased through the school, or at most book stores.

Regular check-ups will be made on _____ progress. If necessary, he will be re-scheduled next year.

(Signed)
Reading Consultant and Remedial
Reading Teacher

3. List of books of high interest and low skill level
4. "Unitize" pre-primers, primers, 1st. grade, etc.
by splitting them into small, easily read books.
5. *Pamphlets*: "Helping Your Child With Reading," "The Teaching of Sound-ing," "The Educationally Handicapped," and "Security in Reading." (Dolch-Garrard Press, Champaign, Illinois.)

Further information will be furnished to any reader who might wish to discuss the above materials and the manner in which they are used.

Conclusion

The administrative and organizational materials suggested are to be used as an added assurance that the children who participate in the remedial reading program will gain maximum benefits. They help us to be certain that individual needs of the children are met, and the remedial reading program is coordinated with the regular classroom and the home activities.

The various forms and organizational devices are used to make teaching more successful for the remedial reading teacher. Reports to administrators become less complex and more understandable. The effectiveness of the remedial reading program becomes evident when the various report forms are evaluated by school directors and others who judge the value of such a program.

One out of three American school children has inadequate vision for school performance, according to the American Optometric Association.

sidered educationally retarded. This information can then be used by him in his conferences with the parents of these children.

Additional administrative materials

The writer has received requests for a list of "all" material used in his program. Two earlier articles¹ have described other materials in detail. A complete summary will be made at this time. Advanced study at the University of Illinois and the experience being gained will probably necessitate revision of the materials being used. Thus the list of organizational, ad-

ministrative, and teaching materials submitted below indicates what is being used at the present time.

The *Aids-to-Reading* by Dr. E. W. Dolch make it possible for the remedial reading teacher to develop self-direction on the part of most of the retarded readers. The children can be helped by classmates, teachers, or parents to learn the sight words. Reading class time can then be centered around developing word-attack skills, sharing reading experiences, nurturing and expanding reading interests, and individualization of instruction.

I Administrative Forms

- 1. Permanent Record Folder
- 2. Questionnaire
- 3. Referral Slip
- 4. Teacher Contact Form
- 5. Parent Contact Form
- 6. Progress Report to Teacher
- 7. Progress Report to Parents
- 8. Letter of Release

II Report Forms

- 1. Annual Remedial Reading Survey Report
- 2. Summary Report
- 3. Statistical Report
- 4. Bulletin to Teachers
- 5. Educational Problem Study (Different each year)

III Testing Devices

- 1. Gray Oral Reading Test—Public School Publishing Co., Bloomington, Illinois
- 2. Otis Quick-Scoring Mental Ability Test: Revised Alpha Short Form, World Book Co., Chicago, Ill.
- 3. Additional tests—those used in the school system.

IV Class Organization—*Aids-to-Reading* by Dr. E. W. Dolch, Garrard Press, Champaign, Ill.

- 1. Picture-word Cards
- 2. Basic Sight-Word Cards
- 3. Group Word Teaching Game
- 4. Consonant Lotto
- 5. Sight Phrase Cards
- 6. Vowel Lotto
- 7. Take
- 8. The Syllable Game
- 9. Group Sounding Game

V Books and Pamphlets

- 1. Basic Vocabulary Reading Series—Dolch
- 2. Pleasure Reading Series—Dolch

¹D. Lewis Edwards and Dr. E. W. Dolch, "Introducing a Remedial Reading Program," *Elementary English*, Jan., 1955.

D. Lewis Edwards, "Continuing a Remedial Reading Program" *Elementary Eng.*, April, 1955.

Councilletter

Since we met in Detroit, there have been a number of developments in Council work, only a few of which I can describe here.

Numerically we continue to grow. At the peak month of this year, circulation figures showed more than 13,000 members and more than 15,000 subscribers, making a total of over 28,000—an all-time high. Particularly significant for the future of the Council is the growing interest in junior memberships. After offering such membership for only 6 years and with no high-pressure campaigning, we now have 1,203 junior members on the roll. The development of junior affiliates in the colleges and universities should increase this number many times, especially if an amendment is adopted in New York that would permit us to drop the minimum membership of a junior affiliate from 25 to 10.

The services of the Council continue to grow also. If you have been watching the journals and reading the leaflets that come from the Council office, you know that the Council is now offering more books and records at reduced prices to members than ever before. To make easy reference possible, portfolios containing reprints of some of the most significant articles to appear in *Elementary English* and *The English Journal* are now being prepared. The Council is also undertaking to distribute or to help you obtain literary maps and other materials prepared by affiliates. Of the new publications issued by the Council itself, the most important this year will undoubtedly be the high school volume in the Curriculum series. It is now scheduled for appearance late in the fall.

Another development is that we have been expanding our contacts with organizations and institutions which have related interests. At the present time we are engaging in joint projects with such bodies as the Modern Language Association, the College English Association, the Speech Association of America, the American

Library Association, the National Council of Social Science Teachers, the American Book Publishers' Council, and publishers of paper-bound books. This summer the Council will co-sponsor workshops and conferences with the United Nations and New York University, the New York Council of Teachers of English, Appalachian State Teachers College, Hunter College, the State University of Iowa, Kansas City University, the University of Puerto Rico, and The University of Vermont.

One change in personnel must be reported—a change that brings an end to a long and splendid era for two of the Council magazines. Last January Wilbur Hatfield asked that he be relieved of the editorships of *College English* and *The English Journal* on July 31 of this year. With considerable regret the Executive Committee acceded to his request. All members of the Council—and of the profession—owe more to Wilbur Hatfield and to LaTourette Stockwell, who has been Associate Editor of *College English*, than can possibly be put into words here. Fortunately, we have been able to obtain the services of two worthy successors. Beginning August 1, Dwight L. Burton of Florida State University will edit *The English Journal*, and Frederick L. Gwynn of Pennsylvania State University will edit *College English*.

Possibly the most important single development of the year thus far is one mentioned by Vice-President Cook in her Councilletter last month: the steps now being taken by the Executive Committee to make the Council not only a service organization for its members but to make it an increasingly effective spokesman for the profession as a whole. To this end the Executive Committee has already taken the following steps: it has scheduled for both its fall and midwinter meetings at least a half-day of discussion on the basic problems of the profession; to these discussions will be invited the editors of the Council magazines and outsiders

who are in the position to give the profession valuable assistance with its problems. The Committee has charged the first Vice-President with the responsibility of studying and reporting trends that have implications for the welfare of English teachers. It has also delegated the President to solicit suggestions from all of the members so that individual problems are not lost sight of. Such a request went out last January, and the replies have been both numerous and helpful. Finally the Committee hopes to encourage articles in magazines and newspapers that will correct some of the popular misconceptions of the English teacher and his job, and to make clear what the responsibilities and difficulties of the English teacher are. All of this implies a major shift in the functions of the Executive Committee from detail work to large scale thinking and planning. By such a shift the Committee hopes that ultimately its work will be reflected in a higher and more secure status for the profession as a whole.

This coming November we meet in New York at the Commodore and Roosevelt hotels. To help you take advantage of New York's unique opportunities, we are planning to change the usual convention program somewhat. To

leave Thanksgiving afternoon free for theater-going the Directors' Meeting and the Business Meeting will be squeezed into the morning hours. On Friday afternoon, instead of the usual discussion meetings, Vice-President Russell is scheduling trips to the United Nations, to galleries, museums, TV studios, and other places of interest. For those who prefer to stay indoors there will be talks by writers, publishers, and persons associated with radio and TV. Despite these changes, the Convention will as always concern itself substantially with the persisting problems with which the profession must constantly contend. It should be an exciting and helpful program. It's not too early to make plans now to attend. Incidentally, if you are a real, long-range planner, you will want to know that we go to St. Louis in 1956, Denver in 1957, and Minneapolis in 1958.

John C. Gerber, President



Members may pre-register for the Council convention by sending the \$2.00 registration fee to Pearl Thaler, principal of Junior High School 80, 140 E. Moshulu Parkway, New York 67, N. Y.

Peekskill, New York, High School; DOROTHEA FRY, John Muir High School, Pasadena, California; AL GROMMON, Stanford University, Stanford, California; W. WILBUR HATFIELD, 1849 W. 107th Street, Chicago 43, Illinois; OSCAR HAUGH, The University of Kansas, School of Education, Lawrence, Kansas; ISABEL LUND, Box 761, Houma, Louisiana.

This slate will be presented for action at the meeting of the Board next November. Other nomination (s) may be made by petition (s) signed by twenty Directors of the Council and presented to the Secretary of the Council, with the written consent of the nominee (s), before August 12. When Mr. Adams moves the election of the committee's nominees, other nominations may be made by members of the Board.

NCTE Election Notice

In accordance with the Constitution of the National Council of Teachers of English, the Board of Directors at its meeting last Thanksgiving Day chose Harlen M. Adams, Blanche Trezevant, John J. DeBoer, Marion Sheridan, and Robert C. Pooley as a Nominating Committee to propose officers for 1956. Through Harlen Adams, the chairman, the committee offers these nominations:

For President: LUILLA B. COOK, Minneapolis Public Schools

For First Vice-President: HELEN MACKINTOSH, U. S. Office of Education

For Second Vice-President: JEROME ARCHER, Marquette University

For Directors-At-Large: RICHARD CORBIN,

Current English Forum

In reply to a question as to whether there is some method or system for teaching sentence structure or form to students learning to write, we said last month that "what we are striving towards is the inculcation in our pupils of a grasp of the *pattern* to be found in a thousand sentences, not just the ability to write isolated sentences correctly." We discussed a three-pronged attack on the problem: letting them see sets of sentences exemplifying a pattern, asking them to read aloud in unison such sets of sentences to hear them, and requiring them to write 'groups of sentences for a given pattern, preferably ones of their own invention, relating to their personal worlds of experience. We used "The cat drinks milk" pattern as an example, and discussed the disadvantages of using the "subject-transitive verb-direct object" terminology and the reasons for employing a vocabulary more meaningful to children, such as

"doer," "action verb," and "what comes after."

What are the basic sentence patterns, which elementary school "upper years" children need to learn in order to express their meanings in clearly communicated form? Owing to the variety of adjective and adverb modifiers, and to the many different positions in the modern English sentence into which we may put adverb modifiers especially, a complete presentation of the sentence patterns of contemporary English would be a difficult undertaking. We shall not attempt it here. We can, however, consider the few which, with due allowance for the word-order variations, account for a very large proportion of the sentence patterns employed by those who speak and write our language. The basic patterns and the examples of them, which follow, can be taught in the seeing, reading aloud, and writing-ones-like-them way, which has been suggested.

I. Doer-action word-to what (basic pattern for group I)
(*The boy bit the ball.*)

- a) Doer-action word-for whom-what
(*The boy made his father an ashtray.*)
- b) Doer-action word-what-for whom
(*The boy made an ashtray for his father.*)
- c) Doer-action word-to whom-what
(*The boy gave his friend a catcher's mitt.*)
- d) Doer-action word-what-to whom
(*The boy gave a catcher's mitt to his friend.*)
- e) Doer-action word-what-the result
(*The sailor swept the deck clean.*
The class chose Fred secretary.)

II. Doer-action word-what-(how, when, where, why, etc.)

"how's"

- {
The boy bit the ball squarely.
The boy bit the ball with the bat.
The boy bit the ball as if he meant to score.

"when's"

- {
The boy bit the ball yesterday.
The boy bit the ball in the first inning.
The boy bit the ball when he came to bat.

- "where's" { The boy hit the ball southward.
 The boy hit the ball to center field.
 The boy hit the ball where the fielder could not catch it.
- "why's" { The boy hit the ball to make a run.
 The boy hit the ball because he wanted to make a run.

III. Doer-action word-(how, when, where, why, etc.)

- "how's" { Some fish swim lazily.
 Some fish swim with their fins.
 Some fish swim as if they were in a hurry.
- "when's" { Most birds sing early.
 Most birds sing in the morning.
 Most birds sing after the sun rises.
- "where's" { The chickens live here.
 Most chickens cluck in the benyard.
 Most chickens eat where we can see them.
- "why's" { Most children rollerskate for fun.
 Some children rollerskate because they want exercise.

IV. Subject-linking word-more about the subject

- Mary is* (seems, appears) *pretty.*
- Mary is* (seems) *to be happy.*
- Mary is* (became) *what she hoped.*
- Mary is* *considered pretty.*
- Mary was* *judged the winner.*
- Mary is* *thought to be bright.*
- Mary is* *considered what we may call sensible.*

V. Receiver-action words-(how, when, where, why, etc.)

The man was struck. (basic pattern for group V)

- "how's" { The man was struck suddenly.
 The man was struck by a car.
 The man was struck as if a truck had hit him.
- "when's" { The man was struck late.
 The man was struck in the evening.
 The man was struck when he stepped from the curb.
- "where's" { The man was struck low.
 The man was struck in the legs.
 The man was struck where the two streets meet.
- "why's" { The man was struck through carelessness.
 The man was struck because the driver was careless.

VI. Receiver-action word-something for the receiver

- a. *Jimmy was given a prize.*
- b. *Betty will be awarded a diploma.*

As the reader has been examining these sentence patterns, doubtless such terms as "indirect object," "predicate adjective," "retained object," "objective complement," "passive voice verb," "transitive verb," "infinitive phrase," and "adverbial clause" have been occurring to him. It may give us as teachers a satisfaction to know these traditional and often formidable words, but compelling our pupils to learn their meanings, and to identify the constructions so labeled, can have little, if any, effect upon their ability to express their own meanings—or ours

—in clearly expressed, coherently structured, written sentences. *Seeing* ten, fifteen, or twenty-five sentences conforming to any one of the patterns illustrated, on a black board or on a mimeographed sheet, *bearing* such a set of sentences as they are *read* out in unison, and *writing* a group of sentences expressive of their own lives and surroundings, *can* help our boys and girls to write better, more effective sentences.

Edward L. Anderson

Brooklyn College

Professional Publications

Teaching Every Child To Read. By Kathleen B. Hester. New York: Harper and Brothers, 1955. 416 pages. \$4.00.

After a review of six recent books on reading, Triggs concluded that only one and part of another were principally concerned with the problem of "how to do it," i.e., putting reading theory into practice. The present reviewer investigated four other recent books on reading and found much the same ratio.

Hester realized this imbalance, she relates in *Teaching Every Child To Read*, through questioning hundreds of teachers and administrators. Their responses prompted writing of her book which, in her words, "tells exactly how" successful teachers teach reading. Experienced in writing teaching manuals, Hester has quoted generously from one set of them for concrete examples of how to guide the elementary school child in learning to read.

The book is divided into five parts: 1. The Teacher Studies Reading, 2. The Teacher Studies Pupils, 3. The Teacher Plans an Effective Read-

ing Program, 4. The Teacher Improves Instruction, and 5. The Teacher Evaluates the Reading Program. The major contribution to the stated purpose of telling "exactly how" comes in part three. In this section is discussed, along with examples for the teacher's use, development of the skills of reading: learning new words, understanding what is read, organizing and remembering what is read, locating information, evaluating critically what is read, and reading aloud. Included are examples of reading games and devices, construction activities, activities to broaden the child's experience, and activities that provide reading for different purposes and with various materials.

Hester's book puts emphasis on certain parts of the total reading program. The first is its practical approach, stressing the how rather than the what or why. While there is little obvious or concise presentation of theory, Hester is explicit in her belief in the importance of gaining meaning as the ultimate goal of reading. Second, the development of reading skills is viewed as

an essential part of this accomplishment. Third, inclusion of a section on critical reading exemplifies the ever-increasing recognition given to this ability. Fourth, emphasis upon multiple-level instructional programs is given specific implementation through illustrative lessons.

Written principally as a "how to do it" book, *Teaching Every Child To Read* is subject to shortcomings of this type of writing. One immediate problem is how to relate the mass of important material on the history, philosophy, psychology, and sociology of reading as well as child growth and development to the details of methodology. Previously, two solutions have been utilized. One type of book avoids these related aspects almost altogether, e.g., Gray's, *On Their Own In Reading*. Others, such as the books by McKee and by Betts, have included considerable reference to these influences on the reading program. Hester uses neither of these techniques. She attempts to discuss these related aspects, but under extreme limitations of space. These chapters in her book, because of their terseness, often become mechanical, avoid pertinent controversies, and condone either-or thinking.

Controversial statements can be discovered in Hester's book. Determining the age for be-

ginning reading by a certain mental age, the praise of the textfilm in the face of needed research as to its effectiveness, the concept that "reading is talking," and an unusual interpretation of eye-voice span research are a few.

Generally, this book has a reading manual-type utility for the classroom teacher. It should not be considered as a comprehensive study of the teaching of reading.

Patrick Groff
University of California



Reading Ladders for Human Relations Revised and Enlarged Edition—1955. By Margaret M. Heaton and Helen B. Lewis. Washington, D.C.: The American Council on Education, \$1.75.

This is the second revision of a widely used and valuable list of books relating to problems of human relations. The list has been brought up to date and in other ways made more useful to the classroom teacher. The original categories—Patterns of Family Life, Community, Contrasts, etc.—have been retained. The authors, along with the staff of the Cleveland Public Library, have performed a difficult and needed service in an important area.

J. J. D. B.

The Educational Scene

Edited by WILLIAM A. JENKINS¹

ETV's future is good

The U. S. Commissioner of Education, Samuel Miller Brownell, presented a picture of ETV and radio in the January *School Life*. His article, "Education Looks at Radio and Television," should be reassuring to those who feel that the present administration may be insensitive to the schools' needs in these areas. Since ETV has grown during this administration, in the past two years, Mr. Brownell is justified in analyzing it from the viewpoint that although the government, and specifically the Office of Education, has played a small part in the actual development of educational television, considerable enabling legislation has been made and has indirectly influenced the current growth.

Mr. Brownell points with pride, as we all do, to the 12 ETV stations now in operation (WOI-TV at Iowa State University, Ames, was the first, just two years ago!); to the 14 stations which will soon begin operations; to the 20 FM channels allotted to education; and to the 251 non-commercial TV channels which have been reserved.

The Office of Education has been active in this area since 1931, when it established a section on radio and motion pictures in the Division of Higher Education. And even though its recognition of television began as recently as 1944, it can speak with some authority. Therefore, when Mr. Brownell says that the Office is not as concerned with the number of new technological devices which may be developed for use in the schools (magnetic tape instead of books, or electronic blackboards), but rather that the concern is over how much freedom for the development of the medium educators will be given and what quality that which is transmitted has, then we think educators can be cheered a bit. ETV's future is not completely bleak.

And even when Mr. Brownell says that the philosophy of his office is grounded in the "left-handed" position of the President, supporters of ETV can take heart. The President said, "When it comes down to dealing with the relationships between the human in this country and his Government, the people in this Administration believe in being what I think would normally be called *Liberal* and when we are dealing with the economic affairs of this country, we believe in being conservative." We should take heart, and this is sincere, that the word *conservative* was not used in both instances.

William A. Jenkins

Education Digest

Perhaps it was coincidence, but the January number of *The Education Digest* had a strong language arts emphasis. Six of the reprinted articles should be of interest to English teachers:

"What Specialists Tell Us About Improving the Teaching of the Three R's," by Herbert G. Espy (*The Nation's Schools*)—Mr. Espy feels that we do not have proof to say conclusively that the schools are doing a better or poorer job than those of years ago; that there is little basis for comparison since the task of the school and the pupils differ now; and though schools are now making a magnificent effort, the present standard of efficiency leaves little room for complacency.

"What About Homework?" by Leland Jacobs (*Childhood Education*)—Dr. Jacobs' position is that homework in the traditional sense is stultifying and disintegrating. The good teacher views it differently. She varies it and differentiates it according to her pupils. It becomes stimulating, releasing, and richly integrative.

¹Wisconsin State College, Milwaukee.

"The Comics and 'Moral Disarmament,'" by G. H. Pumphrey (*The Schoolmaster*)—Mr. Pumphrey reviews Dr. Frederick Wertham's book on the danger of the comics, *Seduction of the Innocent*, and points to a similar danger from American comics published in Britain.

"Communication in English Courses," by T. B. Sennett (*School Review*)—To the high school English teacher, Mr. Sennett says that the word *communication* should not be applied to English courses until it actually becomes a part of the course. This will happen when *mass communication* becomes a part of the course. *Communication* is now thought of as a simple discipline. It is far from that, according to Mr. Sennett. It is a maze of all of the arts and social sciences transmitted by more complex media.

"Teaching Handwriting," by Frank N. Freeman (*NEA Journal*)—Dr. Freeman looks at changing goals in teaching handwriting and finds that the average is sufficient achievement and incentive; perfection is repressing because it is unattainable; handwriting is a skill developed only by using subject matter.

"The Place of Phonics in Basal Reading Instruction," by Josephine Tronsberg (*The Reading Teacher*)—Miss Tronsberg says that the question no longer is "Should we teach phonics?" but "How much?" "When?" and "With what other means of word attack?"



New curriculum bulletins Los Angeles County

Educating the Children of Los Angeles: A Course of Study for Elementary Schools, Los Angeles County Board of Education. It is appropriate, we think, that our largest, most sprawling, and in some ways most dynamic city should send us the most elaborate elementary course of study we have seen. Hard cloth cover; excellent enamel paper; liberal use of pictures; and a discussion of all areas of the curriculum, its philosophy, findings from psychological research, and the problems peculiar to Los Angeles County, all go to make the 431

pages appear a necessity. Fortunately, the book is published with the caution that it "may serve as a helpful guide to the daily work of a teacher, it is recognized that such an outline is neither complete nor final."

Most interesting to us were the sample evaluation charts in the appendix. They were in the forms advocated by current educational thinking and detailed enough to cover all skills and knowledge which should be outcomes of elementary teaching. It was the distribution and grouping of the three areas that fascinated us most: Locational Skills (library, dictionary, reference), 1 page; Mechanical Skills (capitalization and punctuation), 2 pages; and Mathematical Skills, 6 pages. We wondered if this arrangement was in perspective, but we felt that the outline as a whole was a very commendable project.

Office of Education

Educating Children in Grades Seven and Eight, by Gertrude M. Lewis, Office of Education, Bulletin No. 10, 1954. A detailed statement of what schools should do for seventh and eighth grade children, followed by a composite picture formed from good practices found in 76 schools in 23 states. Price 35 cents.

Wilmington

Opening Doors, A Social Studies Bulletin, Division of Elementary Education, Wilmington (Del.) Public Schools, Muriel Crosby, Director. A picture of the social studies curriculum in Wilmington, from kindergarten through the intermediate grades, from planning to final evaluation. The bulletin may be helpful in combination or core work; discussions are thoroughly detailed. 86 pp.

Akron

Growing with Books, Part I, Akron (Ohio) Public Schools, Elementary Education Bulletin, No. XII-C, Mary Harbage, Director. A pleasant and informative discussion of what books can do for children in shaping attitudes, giving pleasure, and fulfilling wishes, with a short bibliography "About Children and Their Books"

and an excellent long one of "Some Good Children's Books and Their Authors." 20 pp.

Baltimore

Living and Learning in the Kindergarten, a curriculum guide for the Baltimore public schools, is an excellent, detailed outline of all aspects of the kindergarten program in Baltimore. The result of several years of intensive cooperative effort by Baltimore teachers, the guide discusses all areas of the curriculum, parent relationships, and administrative duties of the teacher. Lists of materials, examples of daily and special schedules, illustrations of forms and letters are included. The beginning kindergarten teacher in Baltimore has all of the information she needs, to become an asset to the system, and the experienced teacher can certainly improve her teaching efficiency by using the guide.

To obtain a copy, write to Angela M. Broening, Director of Publications, Baltimore Public Schools, 3 East 25th Street, Baltimore 18. 136 pp.



American Heritage

We should like to join the numerous reviewers who have been lavish in their praise of *American Heritage* "magazine." The second number recently came across our desk and it is magnificent.

For those *Elementary English* readers not familiar with the magazine we should explain that *American Heritage* is a new venture, devoted to America's past, published six times a year. It is bound with a hard, washable cover, it is most attractive in format, and it contains a large number of full color prints and photographs. The range of interests met by its contents is wide.

For example, the second number (February) includes articles on the hanging of John Brown, the long-house Indians, James Gordon Bennett, Lincoln's experiences as a circuit lawyer, a full color historical display of Valentines, Admiral Brown's story as aide to four presidents, the ancient game of tongue-twisters, and many

more.

American Heritage is recommended not principally as something *Elementary English* readers will want to obtain for use with their classes, but as a magazine that they will find rewarding as part of their personal reading. Of course, it has class possibilities, too—for the brightest middle and upper-grade youngsters—but few teachers will discard their handsome copies.

Subscriptions to *American Heritage* are \$12 for the six issues per year. The editorial offices are at 551 Fifth Avenue, New York 17.



Ten major educational events of the year

Education Digest for January lists these as the 1954 list, as chosen by educational editors in Washington:

1. The Supreme Court's outlawing of segregation in the public schools.
2. Acceptance of the decision by cities (Baltimore, Topeka, Wilmington, etc.) in borderline states.
3. Increase to \$1200 of retirement pay exemption for public employees, including teachers.
4. Congress' authorizing state governors to call conferences on education with a view to a White House Conference in 1955.
5. Department of Health, Welfare and Education's opinions on ways to combat juvenile delinquency.
6. Establishment of Council for Accreditation of Teacher Education to raise standards of professional training.
7. Commission on Intergovernmental Relation's study of extent to which federal aid is needed in education and welfare.
8. Establishment of industry-wide code by comic magazine publishers.
9. Educational Policies Commission's controversial report "School Athletics: Problems and Policies," urging abolition of postseason tournaments and advocating a balanced program

of school athletics and physical education.

10. Municipalities and school authorities borrow a record sum, two billions, to build schools.



Summer workshops

High school reading, Marshall College

A three-week workshop on "The Teaching of Reading in the Secondary School" will be conducted by Hardy R. Finch at Marshall College, Huntington, West Virginia, June 27-July 15. Three points of undergraduate or graduate credit will be given for workshop participation.

Boston University

Workshop in English, grades 7-12, Boston University, June 17-July 9. Write to Dr. Olive S. Miles, Boston University School of Education, 332 Bay State Road, Boston 15.

Human relations workshops

Intergroup and Human-Relations Workshops will be held in 36 colleges and universities in all sections of the nation through the cooperation of the Commission on Educational Organizations, National Conference of Christians and Jews. Information as to the workshop in your area may be obtained from Dr. Herbert L. Seamans, 381 Fourth Avenue, New York 16.



New records

Five folktale records have been released by the American Library Association: *The Frog*, a Spanish folk tale; *Schnitzle, Schnozzle, and Schnootzle*, an Austrian folk tale, both narrated by Ruth Sawyer; *Brer Mud Turtle's Trickery*, an Uncle Remus story, narrated by Frances Clarke Sayers; *A Paul Bunyan Yarn* and *A Pecos Bill Tale*, narrated by Jack Lester. These are 12" vinylite records; 78 rpm; \$3 each or the set of 5 for \$14.

Five other new storytelling records, with Thorne-Thomsen telling the folklore and mythical tales, are available from the ALA: *Gudbrand-on-the-Hillside*, *Sleeping Beauty*, *Baldur*, and *Tales from the Volsunga Saga* (2 records). These are also 12" vinylite records; 78 rpm; \$3 each or the set of 5 for \$14.

Order from the ALA, Chicago 11.



Poets aren't sissies

The Michigan Educational Journal for January contains a very inspiring editorial, "Are Poets 'Sissies'?" "Captain Hook" writes to "Dear Tim" and explains that poets are the bravest men of all because ". . . they dare to do that which the majority of men fear to do: probe deep into the soul to find that which brings the greatest distress as well as that which satisfies most, thereby to cause us to look at the truth about our lives."

This is thought food to whet the poetic appetite of boys who have no taste for the sissy stuff. The editorial is not written in the language of elementary school boys, but a clever teacher could translate the ideas to their tongue.



Watch out for ads!

The Virginia Journal of Education for January reprinted an interestingly different article from *Wedge*, an advertising house organ, "You've Got to Watch Out for Advertising." Motivated by his skeptical teenage daughter, an executive of Batten, Barton, Durstine, and Osborn, the advertising agency, wrote a rather laudatory piece on the positive effects of advertising. It is a thoughtful article, perhaps antidotal for super-skepticism. But it is one which dreadfully oversimplifies by assuming that advertising informs, that it is a chief reason for the improvement of our way of life, and that those who read warily, looking for connotative machinations and subconscious and unconscious appeals of all sorts are, in effect, pulling on the bootstraps of those who are going up in the world.

Skepticism? No. Blind faith? Never. Critical consumership? By all means. There is a difference. Unfortunately the article does not recognize it.



When can a child learn?

"When Are Children Ready to Learn?" In the February NEA *Journal* William Clark Trow

says they are ready to learn when they are well-adjusted, when they are healthy, and when they are mature enough. When they are rested, free from defects and frustrations, and psychologically and physiologically *ready* (and the latter condition differs for each child and in each area and skill), they can learn. One final condition is a necessity before learning can take place: the child must be interested. When this interest is generated, he will not just learn; he will learn with enthusiasm, he will show initiative, and he will exercise perseverance.

A view of spelling

"Purposeful Spelling," according to Lionel W. Meno in the February *Elementary School Journal*, stems from the need to use words in written communication. Moreover, it is related to the language arts. "The emphasis on meaning and on the function of reproducing words is consistent with the emphasis in reading for meaning and purpose . . ." The *copy* experience in early spelling work is similar to what is done in early handwriting instruction. Overall, spelling instruction must be in harmony with the total plan of instruction in language.

New Landmark books

Six new additions to the Landmark Book series have recently been released. The additions vary in reading level and interest appeal, but all seem to maintain the scholarly and writing excellence and the satisfying qualities for youngsters which others in the group (four million have been sold now!) achieved:

Teddy Roosevelt and the Rough Riders by Henry Castor.

Peter Stuyvesant of Old New York by Anna and Russell Crouse.

Robert Fulton and the Steamboat by Ralph Nading Hill.

John James Audubon by Margaret and John Kieran.

War Chief of the Seminoles by May McNeer.

The F.B.I. by Quentin Reynolds.

Kids' do-it-yourself

"Make It With and For Children," in the March *Childhood Education* is a continuation of articles from January and February. In pictures, with brief commentaries, children are building a telegraph station, shadow clocks, water wheels, kites, "moving" pictures, dimensional displays, and so forth.

Books on other lands

Teachers who use books on other lands will find "American Books About Other Lands" in the March *Childhood Education* very enlightening. The compilation, written by four eastern hemisphere natives, vividly illustrates the inaccuracies which may be found in these books. Moreover, the writers point out that the pictures given of many small eastern countries are overly brief and summarized. Children do not get a clear picture from such inadequate treatments.

We hope *Childhood Education's* editor will receive many requests for other analyses in this vein. It could be an exceptionally rewarding project.

How to choose free materials

Choosing Free Materials for Use in the School is a handy guide recently published by the American Association of School Administrators. Based on a pamphlet prepared by Dr. Lanore Netzer, the guide should be of help to teachers in view of the ever-increasing number of free materials available for use, both as a safeguard and as an assurance that maximum benefits will be received from the materials.

Attractive in design and with an abundance of cleverly done line drawings, *Choosing Free Materials* may be ordered from the AASA, 1201 Sixteenth Street, NW, Washington 6. Price 50 cents. 24 pp.

Junior literary guild selections

Here are the Junior Literary Guild selec-

tions, including those for the vacation months, listed in the order May-September:

For boys and girls 5 and 6 years old:

The Duchess Bakes a Cake by Virginia Kahl. Scribners, \$2.

The Wonderful Feast by Esphyr Slobodkina. Lothrop, Lee and Shepard, \$2.

What's Your Name? by Zhenya Gay. Viking, \$2.

The World Full of Horses by Dahlov Ipcar. Doubleday, \$2.50.

On Mitten Lewis by Helen Kay. Lothrop, Lee and Shepard, \$2.

For boys and girls 7 and 8 years old:

Pompon by Dorothy K. L'Hommedieu. Farrar, Straus and Young, \$2.50.

This Cat Came to Stay! by Elizabeth Kinsey. Franklin Watts, \$2.50.

Slim Green by Louise Dyer Harris and Norman Dyer Harris. Little, Brown and Company, \$2.

Little Dog Sniff and the Twins by Geraldine Foster Smith. Dutton, \$2.50.

Lookout for the Forest: A Conservation Story by Glenn O. Blough. Whittlesey House, \$2.25.

For boys and girls 9, 10, and 11 years old:

Junket by Anne H. White. Viking, \$2.75.

Donkey Detectives by Lavinia R. Davis. Doubleday, \$2.75.

A Spy in Williamsburg by Isabelle Lawrence. Rand McNally, \$2.75.

Prairie Star by Nina Hermanna Morgan. Viking, \$2.75.

Famous Scientific Expeditions by Raymond P. Holden. Random House, \$2.75 (tent.).

For girls 12 to 16 years old:

Cintra's Challenge by Jane S. McIlvaine. Macrae Smith, \$2.50.

Beany Has a Secret Life by Lenora Mattingly Weber. Thomas Y. Crowell, \$2.75.

Camel Bird Ranch by Lee Wyndham. Dodd, Mead, \$2.75.

The Blowing Wand by Elsie Reif Ziegler. John C. Winston, \$2.75.

Carolina House by Elizabeth Kyle. Thomas Nelson, \$2.50.

For boys 12 to 16 years old:

Valley of Rebellion by Donald E. Cooke. John C. Winston, \$2.50.

Baron of the Bull Pen by Dick Friendlich, \$2.75.

Santiago by Ann Nolan Clark. Viking, \$2.75.

The Dagger, the Fish and Casey McKee by Electa Clark. David McKay, \$2.75.

Atoms Today and Tomorrow by Margaret O. Hyde. Whittlesey House, \$2.50 (tent.).

A list of Distinguished Children's Books of 1954 compiled by the Book Evaluation Committee of the Children's Library Association appears in the April numbers of *Booklist* and the *ALA Bulletin*. In June it will be available in reprint form free and in quantity as long as they last from the American Library Association, 50 East Huron Street, Chicago 11, Illinois.

Freedom foundation award

Enrichment Records, based on the Random House Landmark Books and which we have recommended several times, received the Freedom Foundation Award, in March, for "outstanding achievement in helping to bring about a better understanding of the American way of life."

For the uninitiated, Enrichment Records are dramatic presentations of the important events that built our country, with authentic voices of the men and women who took part in them, sound effects, and music of the period. There are now sixteen titles in the Enrichment Record series, with four new recordings being planned for late summer release. We hope to review these in our October installment.

Write for a brochure to Enrichment Records, 246 Fifth Avenue, New York 1.

Carnival of books

Here is the schedule for the "Carnival of Books" until our next issue in October (con-

sult the newspaper for the actual NBC date and time in your locality):

May 1—*Just Like Nancy* by Marion Cumming; Houghton.

May 8—*Star Beast* by Robert Heinlein; Scribners.

May 15—*Pitch in His Hair* by Faye L. Mitchell; Doubleday.

May 22—*Somebody Special* by Neta Frazier; Longmans Green.

May 29—*Epics of Everest* by Leonard Wibberley; Ariel.

June 5—*Mara, Daughter of the Nile* by Elcise McGraw; McCann.

June 12—*Rebel Siege* by Jim Kjelgaard; Holiday.

June 19—*The Rains Will Come* by Florence Cranell Means; Houghton.

June 26—*Ghost Cat* by Helen Rushmore; Harcourt Brace.

July 3—*Best Birthday* by Quail Hawkins; Doubleday.

July 10—*Tuffy* by George Cory Franklin; Houghton Mifflin.

July 17—*Cruise of the Dipsy Do* by Kenneth Gilbert; Henry Holt.

July 24—*Magic Listening Cap* by Yoshiko Uchido; Harcourt Brace.

July 31—*Mrs. Piggle Wiggle's Farm* by Betty MacDonald; Lippincott.

August 7—*Pita* by Lucille Mulcahy; Coward McCann.

August 14—*Jade Dragons* by Florence Wightman Rowland; Oxford.

August 21—*Bells of Carmel* by Edith Blackburn; Aladdin.

August 28—*Beady Bear* by Don Freeman; Viking.

September 4—*Vincent Van Gogh* by Elizabeth Ripley; Oxford.

September 11—*Sea Pup* by Archie Binns; Little Brown.

September 18—*High Road Home* by William Corbin; Coward McCann.

September 25—*Betsy and the Great World* by Maud Hart Lovelace; Crowell.

Guide to free tapes, scripts, transcriptions

The Educators Guide to Free Tapes, Scripts and Transcriptions has been published by the Educators Progress Service, Randolph, Wisconsin. This edition, the first, contains information on sources, availability, and contents of 375 free tapes, 88 free scripts, and 29 free transcriptions. The section on language arts is 15 pages long and most of the items are suitable only for secondary school work. However, by judicious use of the cross references and by combining other subject areas a teacher may find the *Guide* worth its price, \$4.75.

Some useful items

Children's Books for \$1.25 or Less. Association for Childhood Education International, 1200 15th Street, NW, Washington 5. 75c

TV, Learning to Use It—practical manual giving help in a TV program Council of National Organizations of the Adult Education Association, Cooper Union, 4th Avenue at 7th Street, New York 3. 50c

The Magic World of Books, by Charlemae Rollins. Junior Life Adjustment Booklet, Science of Research Associates, 57 W. Grand Avenue, Chicago.

1955 Annotated List of Phonograph Records, Warren S. Freeman, editor. Children's Reading Service, 1078 St. John's Place, Brooklyn 13, N. Y. Free if ordered on official letterhead; or 10c.

Handwriting today, one of the most recent publications in education, has been attracting widespread attention. It is published by the New England School Development Council, Spaulding House, 20 Oxford Street, Cambridge, Mass. The 65 page booklet contains information on such topics as: Readiness for Writing, The left handed pupil, How shall we teach?

Changing from manuscript to cursive, Provision for individual differences, and other topics. No commercial system of handwriting is subscribed to, but the teacher is offered a wide range of information gleaned from research, and the experience of the committee of teachers and supervisors who compiled the material. Both manuscript and cursive forms are considered in detail. One glance into the bulletin will impress teachers that here at last is a collection of practical material which will be of value in helping them to teach their children to write correctly, legibly, easily, and with pride. Copies of this bulletin may be obtained from New England School Development Council, 20 Oxford Street, Cambridge, Mass., for the sum of \$1.00.



Newbery-Caldecott Dinner

Those people attending the 1955 Newbery-

Caldecott Dinner will have an opportunity to sit and to talk with publishers and their guest authors and artists.

The present plan is to seat, at each table, a representative of a publishing house and a local hostess.

The dinner will be held in the ballroom of the Bellevue Stratford Hotel, on July 5th, at 7:30 p.m. Tickets, including gratuities, will be \$6.00.

Reservations, with accompanying checks or money orders, should be made out and sent after March 15th to Mrs. Elizabeth Shuman, The Free Library of Philadelphia, Logan Square, Philadelphia 3, Pennsylvania.

Please indicate whether this is your first conference and whether you are from a publishing house. Guests desiring to sit together should indicate that fact with reservation requests. Tickets are to be picked up at the Conference.

NEWBERY AWARD

The Winner

Meindert De Jong *Wheel on the School*

Harper

Runners-up

Alice Dalgliesh *The Courage of Sarah Noble*

Scribner

James R. Ullman *Banner in the Sky*

Lippincott

CALDECOTT AWARD

The Winner

Marcia Brown

Cinderella

Scribner

Runners-up

Marguerite DeAngeli *Book of Nursery and Mother Goose Rhymes*

Doubleday

Tibor Gergely; illus. *Wheel on the Chimney*, by Margaret W. Brown

Lippincott

Helen Sewell; illus. *The Thanksgiving Story*, by Alice Dalgliesh

Scribner

The formal presentation of the medals will be at the Newbery Caldecott Banquet on July 5 at the Bellevue Stratford Hotel in Philadelphia during the ALA Conference.

BOOKS FOR CHILDREN

May Hill Arbuthnot

Margaret Mary Clark

Edited by MAY HILL ARBUTHNOT

Mrs. Arbuthnot is well-known as a writer and lecturer in the field of children's literature. She is the author of CHILDREN AND BOOKS (Scott, Foresman, 1947) and three anthologies, combined in the single volume, THE ARBUTHNOT ANTHOLOGY (Scott, Foresman, 1953).

MARGARET MARY CLARK reviews books of science, social studies, and biography. Miss Clark is head of the Lewis Carroll Room, Cleveland Public Library, and editor of ADVENTURING WITH BOOKS (National Council of Teachers of English, 1950).

Old Favorites in New Dress



Grimm's Tales

Grimm's Tales. Illustrated by Helen Sewell and Madeleine Gekiere. Oxford, 1954. \$3.50. (9-12).

Sixteen of the Grimm tales are included in this handsome edition. The typography is beautiful and the illustrations, mostly black and white with brilliant red and occasional flashes of blue, are in the startling mode of modern art. To an older generation, brought up on the fairy tale illustrations of Brooke, Crane, Rackham, and even Kredle and Gag, these are distinctly unorthodox and controversial. Miss Sewell and Miss Gekiere work in different styles but never once does either artist fail to catch the mood of the tale and to interpret with rare insight the characters and situations. Children may or may not like these pictures. Only time will tell. But certainly the modern children should be ex-

posed to some good examples of modern art, and these pictures have strength and arresting qualities that call for another look.

M. H. A.

English Fables and Fairy Tales. By James Reeves. Illustrated by Joan Kiddell-Monroe. Oxford, 1954. \$3.00. (8-12).

Irish Sagas and Folk-Tales. By Eileen O'Faolain. Illustrated by Joan Kiddell-Monroe. Oxford, 1954. \$3.00 (8-12).

These handsome volumes are the first of a new series of *Oxford Myths and Legends*. The format is beautiful in every detail and the dramatic quality of the illustrations, rose and charcoal for the English, green and charcoal for the Irish, enhance the text. The English collection contains nineteen tales retold by the poet and critic James Reeves. Such old favorites as "Tom-Tit-Tot," "Dick Whittington," "Tattercoats" and "The Donkey, the Table and the Stick" are there. But there are less familiar stories too—"Johnny Gloke," "Jack Hanaford," "The Tulip Bed" and others. "Molly Whuppie" has been sadly modernized to "Molly Whipple" but she is the same ruthless giant killer as always.

The Irish tales have been retold by an equally distinguished writer. They begin with

the "three sorrows of story-telling," the tragic tales of men and heroes, full of magic both in content and in the telling. The epic tales of Cuchullin and of Finn and Fianna follow, with battles, blood, and heroic beauty. "Tales for the Chimney-Corner" come last, and these will delight storytellers looking for fresh materials with a spell-binding quality. The long and involved epic tales read wonderfully, and the exceptional child with a taste for magic will enjoy them, but for the most part these stories will be most valuable to the students of folklore. Eileen O'Faolain has made of these tales fitting expressions of a people who "loved above all things poetry, music and beauty of form in man and woman."

M. H. A.

The Night Before Christmas. By Clement C. Moore. Pictures by Arthur Rackham. Lippincott, 1954. \$1.75. (3-6)



"The Night Before
Christmas"

more of an elf than American children visualize him, he is happily white bearded and with a twinkling eye. Here are illustrations, not commercials, subtle and imaginative as the ageless saint of the children. A book to be carried around by day and taken to bed at night!

M. H. A.

Alice's Adventures In Wonderland. By Lewis Carroll. Original engravings by John Tenniel and eight coloured by Diana Stanley.

Dutton, 1954. \$2.95. (10-)

Here again is the familiar and standard edition of Alice's journeys through Wonderland and the Looking Glass. Excellent print and the beloved Tenniel illustrations make this a book for the whole family to enjoy.

M. H. A.

Some Merry Adventures of Robin Hood.

Written and illustrated by Howard Pyle. Scribner's, 1954. \$2.50. (10-14)

The old school edition of *Robin Hood*, dun-



colored and uninviting, has been replaced by this pleasant looking book. An attractive green cover, good paper, clear, bold type and a generous selection of Pyle's own pictures should attract young readers who are not up to the big, fat complete edition. There are twelve of the main stories here, Robin's death is omitted, and the selection gives a satisfying sample of the hero's adventures.

M. H. A.

Animals Everywhere. By Ingri and Edgar d'Aulaire. Doubleday, 1954. \$2.00 (3-7)

This is a smaller edition of the d'Aulaires' popular picture book of zoo and domestic animals from the polar regions to the tropics. The pictures suffer less from reduced size than one would imagine. The animals are as dramatic as ever, the colors retain their richness, and the

*Animals Everywhere*

book is a more convenient size and easier to handle.

M. H.

Tales of Magic

The Silver Curlew. By Eleanor Farjeon. Illustrated by Ernest Shepard. Viking, 1954. \$2.50. (9-13).

It takes a poet like Eleanor Farjeon to embroider the old tale of "Tom Tit Tot." She tells us that Mother Coddling, who ran the mill, actually had two daughters. One of them was plump, pretty Doll who ate the twelve

*The Silver Curlew*

dumplings and the other was smart little Poll without whom the black imp from the Witching Wood might well have made off with Queen Doll and her babe. For Doll did marry King Nollekins and lived in lazy splendor until the awful day when she must spin flax into gold.

Fortunately Poll had been adventuring too, with a mysterious silver curlew and Charlie the loon. They were really the Man-in-the-Moon and his lady. But when Queen Doll was in despair over the imp's unguessable name, it was Poll and Charlie who set out to find it in the dreadful Witching Wood. Here the plot thickens alarmingly. Poll and Charlie are near to death when the silver curlew saves them, and all the complications work out happily. Poll has the imp's name, Queen Doll and her babe are saved, the King is delighted and Poll is the heroine. Perhaps it is only the special child who will enjoy this elaboration of the old tale. Certainly it is worth trying if only to accustom children's ears to fine English prose. They will enjoy too the verses that sprinkle the pages as gaily as Ernest Shepard's choice sketches.

M. H. A.

Anansi the Spider Man. By Philip Sherlock. Illustrated by Marcia Brown. Crowell, 1954. \$2.50. (8-12).

When things went well, Anansi was a man,

*Anansi the Spider Man*

but when he was in danger he became a spider, safe on the ceiling. So he was sometimes called "Ceiling Thomas." Mr. Sherlock tells us these

tales of the Caribbean islands were brought there from West Africa and are told to the children much as the Br'er Rabbit stories were told in our Southern States. Like Br'er Rabbit, Anansi generally gets the better of his bigger and stronger neighbors—the Tiger, the Alligator, Kisander the cat and others. But occasionally his guile turns back on himself. Anansi is not as appealing a hero as Br'er Rabbit but the stories are fresh and amusing. Storytellers looking for new material will enjoy "Ticky-Picky Boom-Boom" or "The Quarrel" or "Anansi and the Alligator Eggs," for example. Mr. Sherlock has recorded these tales in admirable storytelling form.

[The publishers announce that Mr. Sherlock's recorded reading is lent free of charge to school and library children's rooms for special storytelling programs.]

M. H. A.

The Mysterious Leaf. By Richard Banks. Illustrated by Irene Haas. Harcourt, 1954. \$2.50. (10-).

This poetic fantasy has more than ordinary charm, but is slow getting underway. The detailed descriptions of the three professors and



The Mysterious Leaf

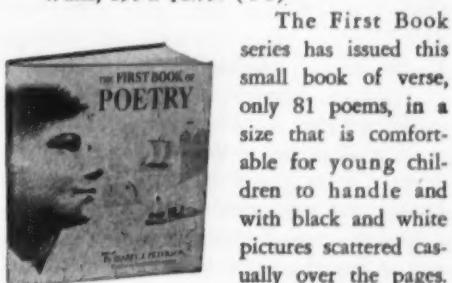
their academic fields will bog down many young readers, but if they will persist or skip, until the arrival of the Sassafras Girl, interest will grow as the mystery deepens. Why, the professors wondered, must they hold that one green leaf continually until her return. It nearly

wrecked their winter and their careers. Who was the Sassafras Girl anyway? Each one of the household caught sight of her now and then, only to see her vanish before they can lay hands on her. Then one day, just as the leaf-holding professors are at the end of their patience, the Sassafras girl returns, but mysteriously changed. The explanation is a delightful surprise. With a bit of judicious cutting this allegory will read aloud beautifully on the first day of spring, perhaps, or when blustering winter hangs on too bleakly and too long.

M. H. A.

Poetry and the alphabet

The First Book of Poetry. Selected by Isabel J. Peterson. Illustrated by Kathleen Elgin. Watts, 1954. \$1.75. (4-8)



The First Book series has issued this small book of verse, only 81 poems, in a size that is comfortable for young children to handle and with black and white pictures scattered casually over the pages.

The selection of poems owes much to other anthologies, which is perhaps inevitable. The poems are grouped around the usual topics—a variety of animals, interesting people, the land of make-believe, which is the smallest group, the world around us, from season to season and just for fun, which is also a small selection. Uncluttered pages, clear, bold typography and some memorable poems make this a useful little book.

M. H. A.

A is for Annabelle. Written and illustrated by Tasha Tudor. Oxford, 1954. \$2.50. (3-6).

Not since Willebeek LeMair's *Mother Goose* have we had such delicate, flowery wreaths encircling such charming children as Tasha Tudor paints in this alphabet book of an old fashioned doll. "N is a nosegay a bright fragrant posy"

describes the book. For here is a rhymed alphabet about two little girls examining the



A is for Annabelle

delicate finery of an old, old doll. Girls will like it and their mothers will delight in the lilies of the valley, roses, pinks, and daffodils that encircle the pictures.

M. H. A.

Miscellany

Kaatje and the Christmas Compass. By Alta Halverson Seymour. Illustrated by W. T. Mars. Follett, 1954. \$2.50. (8-11).

A good picture of life in modern Holland develops in the course of this lively story of a brother and sister conflict. Kaatje is an impulsive ten-year-old who rushes into trouble as well as fun. Her twelve-year-old brother Karel magnifies her blunders but is really shocked and outraged when she falls into the canal and loses his prized compass. To be sure, she is rescued by a barge family, brought safely home, with everyone on board the cheese boat her friend for life. Afterwards the two families keep Christmas together with the most mouth-watering foods imaginable. Sailing races in summer, family holidays on skates in winter, cheese markets, festivals, make this a gay story. In the end Kaatje has proved herself a reliable little girl. Karel sees her in a new light and, with the possession of a compass, forgives her blunders and promises that she shall be his sailing partner the coming summer.

M. H. A.

Bubo the Great Horned Owl. By John and Jean George. Illustrated by Jean George. Dutton, 1954. \$3.00. (11-16).



Bubo the Great Horned Owl.

Bubo and his mate Black Talon are great horned owls, known as the tigers of the forest. Small animals and other birds feared and fought them, and the reader gets a sense of the lonely isolation of the great birds. They hunt savagely but they too are hunted. Twice their fledglings are destroyed and by the time the third brood is hatched, Black Falcon is weakened by her long battle with a trap and is killed in a struggle with Mephitis the skunk while heroically trying to get food for her owlets. When Bubo calls her in vain, he takes over the care of the young. The book closes with their maturity and Bubo facing another winter, alone. Accurate observation, dramatic writing, the well sustained suspense of the struggle for survival, make this a welcome addition to science shelves. As in *Vulpes* and *The Masked Prowler* Mrs. George's pictures are superb.

M. H. A.

Love Is Forever. By Margaret E. Bell. Morrow, 1954. \$2.75. (12-)

It would be hard to find three better stories for young girls growing into or out of their teens than Margaret Bell's *Watch For a Tall Sail*, *Totem Casts a Shadow* and *Love Is Forever*. This third book about Florence Monroe begins with her marriage to Beldon Craig at seventeen. With her young husband she sails away to a still

more remote part of Alaska where Craig has a saltery. Besides her great love for her young husband she carries a fashionably unsuitable trousseau and her mother's warning that she must never give in to the wilderness. So she slaves over her house, refuses to wear clothes suitable to the woods, ignores the Indians and



Love Is Forever

finally almost loses her life. Near to death she realizes that even Ma may be wrong and Craig deserves a wifely companion, not a housebound lady of fashion in a country where primeval forests determine the way of life. The descriptions of the wild beauty of this Northern country never delay the story but furnish a dramatic background for the action. Young love, conflict, and danger bring deeper understanding and happiness in the end.

M. H. A.

The Sod House. By Elizabeth Coatsworth. Illustrated by Manning Lee. Macmillan, 1954. \$2.00. (6-8).

The subject matter of this book is far too



The Sod House

controversial for children six-to eight-years-old as recommended by the publishers. But for upper grade children whose reading skill is limited, it provides an exciting historical story in 64 pages, beautifully written in spite of short sentences and limited vocabulary. It deals with the bitter struggle of the North and South to gain control of the new State, Kansas, in order to maintain a majority vote for or against slavery. The story is told from the standpoint of the child Ilse whose family journeyed to the new country to aid the fight against slavery. Their experiences were bitter and frightening. Poisoned oats were fed to their horses and finally, a fire was set which might have burned the family alive. This seems an incredible episode. But fortunately the bitter Kansas winter sent most of the Southerners back to the South and spring brought an influx of neighbors from the North. Ilse knew her family could stay safely in Kansas and the family knew the fight for the abolition of slavery was safe also in their new State. Such a reiteration of old and bitter feelings must of necessity have a geographically limited appeal.

M. H. A.

Fiction

The Beech Tree. By Pearl Buck. Illustrated by Kurt Werth. John-Day. 1955. \$2.50. (7-10)

Pearl Buck has chosen a unique and mature theme in her newest children's book, the story of an elderly grandfather who is taken into his son's home when he is no longer able to care for himself. The son's wife is none too happy about the situation, for she fears it will have a repressing effect on her two young children. She decides, after a short experiment, that grandfather would be better off in a nursing home, and to a nursing home he would have gone if small Mary Lou had not intervened. The story is told through the eyes of eight year old Mary Lou. She is delighted when grandfather comes to live with them, for she now has a real companion when mother is busy. She is full of sympathy when grandfather has bad days and has to

remain in bed. When she cannot understand why he has difficulty walking, he tries to make clear to her what growing old means. On one of their jaunts together he points out an old beech tree with many young trees growing from its roots and tries to make clear to her that human life follows the same pattern. When Mary Lou hears her mother deciding that grandfather shall leave their home she points out the old beech tree surrounded by growing shoots, and gains her point. The theme seems adult for children but it is an important one to consider in this day when vital statistics point to an increasing number of the old who will have to depend on youth for patient love and care in future years. Pearl Buck has told her story at the child's level with poignancy and without sentimentality, and it should guide children to kinder and more thoughtful attitudes toward the older generation.

M. M. C.

Biography

The Story of Charles Dickens. By Eleanor Graham. Abelard-Schuman. 1954. \$2.50 (12 and up).



Ordnance Terrace, Chatham
The Dickens' lived in the second house from the left

The Story of Charles Dickens
The improvidence of his own irresponsible parents gave young Charles Dickens his insight

into poverty and pawnshops, debtor's prison, and seventy-two hour long weeks at child labor. As a young reporter in the law courts he saw more of the seamy side of life, and with a growing social consciousness he proceeded to write and rouse interest in reforms of some of the greatest injustices. The author makes an interesting correlation between Dickens' own experiences and the books he wrote, and his steady climb from grinding poverty to prosperity. The story is well told and interest sustaining even though it does not contain as much of the dialogue or conversational pattern that characterizes so many modern juvenile biographies. Many of the illustrations are taken from the early Dickens' books and show character and vitality and are interesting in contrast to the modern less detailed type of illustration.

M. M. C.

Andrew Jackson, Frontier Statesman. By Clara Ingram Judson. Illustrated by Lorence F. Bjorklund. Follett Publishing Co. 1954 \$3.50 (13 and up.)

The magnificent and controversial figure of Andrew Jackson receives distinguished treatment in this fine biography. A scrubby little boy bored by school, a prisoner of the British during the Revolution at fourteen, and the reckless dispenser of a small inheritance on clothes and gambling at sixteen, Jackson later made a place for himself as a lawyer in Tennessee. His heroic and humane leadership of men in the war of 1812 and in Indian uprisings raised him to hero stature which brought him to the presidency. The epoch making period in which Jackson lived has been incorporated in his biography with rare skill.

The author gives a clear picture of the way in which Jackson's happy marriage to Rachel Robards was overshadowed by gossip after Rachel's first husband failed to obtain a divorce, as was generally understood, and then divorced her for adultery two years after her marriage to Jackson.

This absorbing biography is one of a group

which Mrs. Judson has written about the presidents. In her foreword she states: "Looking back across the pages of United States history, five men stand out uniquely as great Americans—George Washington, Thomas Jefferson, Andrew Jackson, Abraham Lincoln, and Theodore Roosevelt. . . . and each man in his own way made a distinguished contribution in the American struggle toward a land for the free." This fifth presidential biography shows the same thorough and careful research that has characterized the others, and is a real addition to biographies for older boys and girls. The format is attractive with good print and numerous pencil sketches.

M. M. C.

Martin's Mice. By Sister Mary Marguerite. Illustrated by Rafaello Busoni. Follett Publishing Co. 1954 \$2.00 (5-8)

Like St. Francis of Assisi, Brother Martin de Porres loved all small creatures and could not bear to have them hurt. When mice began to overrun the monastery in sixteenth century Peru, the brothers all felt that traps should be laid. But not Brother Martin! Instead he begged the mice to move to the barn where he would always feed them, and there was a startling exodus. The story has a delightful folk-tale repetitive quality and there is a warmth and simplicity in the telling. The large black-and-white drawings of Rafaello Busoni have distinction and humor. Though the story has universal appeal, as do the tales of St. Francis, this delightful picture book will be especially valuable in parochial school book collections.

M. M. C.

George Rogers Clark, Soldier and Hero. By Jeannette Covert Nolan. Illustrated by Lee Ames. Julian Messner, \$3.00. 1954. 11-15.

The lives of American heroes still pour from the presses in unabating numbers, offering children of today more rich background of their country's history than in any other period of book publication. Jeannette Covert Nolan's newest biography of George Rogers Clark gives



George Rogers Clark, Soldier and Hero

a vivid account of the Revolutionary hero and Indian fighter who helped free American colonists from British rule. One striking feature of this and many other biographies of the early fighters for American Independence is the selfless way in which they financed their armies to fight for what they believed in, when the new government was unable to do it. Written in entertaining style, and illustrated with chapter-head sketches in black-and-white, this biography should have popular appeal.

M. M. C.

Vincent Van Gogh. By Elizabeth Ripley. With Drawings and Paintings by Vincent Van Gogh. Oxford University Press. 1954. \$3.00 (11-16)

In a book of unusual beauty and distinction, the life of a great and tragic artist is described. Vincent Van Gogh never achieved success during his lifetime, but until the end he always hoped that he would gain recognition. His story is one of intensive work and unrewarding poverty. The kindness of his brother Theo who helped him with faith and money is one of the highlights of the book. The author has handled her material with discrimination in this book for younger readers. The discouragement which

caused Van Gogh to take his life after his health had broken is treated with careful brevity. The format of the book is unusual. There is a painting opposite every page of text, reproduced in black-and-white with the present location of the original picture and date of its painting listed. Throughout the biography the author gives considerable information on how the artist was inspired to paint his landscapes and por-



Vincent Van Gogh

traits. There is a lengthy bibliography of sources consulted for the biography. The book will be an excellent companion volume to the author's earlier *Leonardo Da Vinci* and *Michelangelo*.

M. M. C.

Social Studies

The Pueblo Indians. By Sonia Bleeker. Illustrated by Patricia Boodell. Morrow (Junior Books). 1955. \$2.00. (9-12)

Sonia Bleeker has just completed the eighth title in her *Books about American Indian Tribes*, and it is of the same high informational calibre as the rest of the series. Through Young Hawk, a boy of the Rio Grande Pueblo Indians of 400 years ago, she reconstructs the life of the pueblo dwellers of the time, with a wealth of detail that is so valuable in the study of Indian tribes. Their home life, raising of food crops, hunting,

arts and crafts, trading, ceremonies and dances are all described. A final section tells of the coming of the Spanish and the life of the pueblo Indian today. There are many black-and-white line drawings, and the book is well indexed. While the book is written for about fourth to sixth grade reading, teachers in primary grades will find it a useful source of background materials for primary Indian units.

M. M. C.



The Pueblo Indians



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